

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

Phone (562) 922-6128 Fax (562) 469-4399

Board Member Remote Participation:

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

TO LISTEN TO THE AUDIO STREAM ONLINE: <https://tinyurl.com/LACOEBoardMeeting>

Meeting ID: 822 2518 9839

Passcode: 241814

No. 13: 2023-2024

The full Board agenda will only be accessible through the LACOE Board of Education website at the following link: <https://www.lacoe.edu/Board-of-Education>. Procedure for addressing the Board is posted on the LACOE Board of Education [website](#). To request a disability-related accommodation under the ADA, please call Ms. Beatrice Robles at 562 922-6128 at *least* 24 hours in advance.

Board Meeting November 14, 2023 2:00 p.m.

I. PRELIMINARY ACTIVITIES – 2:00 p.m.

- | | |
|-------------------|----------------------------|
| Dr. Chan | A. Call to Order |
| Mrs. Foggy-Paxton | B. Pledge of Allegiance |
| Dr. Duardo | C. Ordering of the Agenda |
| Dr. Chan | D. Approval of the Minutes |
| | 1. October 17, 2023 |

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / ASSOCIATIONS / HEAD START POLICY COUNCIL / PUBLIC

III. PRESENTATIONS (None)

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS

- | | |
|-------------|---|
| Ms. Kimmel | A. Quarterly Budget Report – 1st Quarter |
| Dr. Ramirez | B. Juvenile Court Schools Update |
| Mr. Valles | C. Williams Legislation 2023 Annual Report on Findings for the 2022-23 School Visits and Monitoring (Enclosure) |

VI. CONSENT CALENDAR RECOMMENDATIONS

- A. Acceptance of Project Funds No. 55
- B. Acceptance of Project Funds No. 56
- C. Acceptance of Gifts No. 8
- D. Adoption of Board Resolution No. 20: National Special Education Day, December 2, 2023
- E. Adoption of Board Resolution No. 21: International Migrants Day, December 18, 2023

VII. RECOMMENDATIONS

- Ms. Andrade A. Approval of First Reading on Board Policy (BP), Administrative Regulation (AR), and Exhibit (E) 1113 (Websites), BP/E 3555 (Nutrition Program Compliance), BP 5131.9 (Academic Honesty), BP 5141.5 (Mental Health), BP 5145.6 (Parental Notifications), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students), BP 6154 (Homework/Makeup Work), BP/AR 6159.2 (Nonpublic, Nonsectarian School and Agency Services for Special Education), BP 6162.5 (Student Assessment), BP 6173.4 (Education for American Indian Studies), BP/AR/E 1312.3 (Uniform Complaint Procedures) and BP/AR 0410 Nondiscrimination in LACOE Programs and Activities (Enclosure)
- Dr. Ramirez B. Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report (Enclosure)
- Dr. White C. Approval of Adjustment of Superintendent’s Salary Schedule

VIII. INFORMATIONAL ITEMS

- Dr. Duardo A. Governmental Relations
- Dr. Duardo B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Chan A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
- 1. Scott H. v. Los Angeles USD (Spanish Interpreter)
 - 2. Alexander N. v. Los Angeles USD
 - 3. Andrea C. v. Los Angeles USD
 - 4. Alayha C. v. Los Angeles USD
 - 5. Isabella T. v. Covina Valley USD
 - 6. London B. L. v. El Segundo USD
 - 7. Benjamin R. v. Wiseburn USD
 - 8. Emma R. v. Wiseburn USD
 - 9. Scarlett A. v. Wiseburn USD
 - 10. Riko Y. v. Azusa USD
 - 11. Jayden C. v. Azusa USD
 - 12. Mason C. v. Compton USD
 - 13. Adneli M. v ABCUSD
 - 14. Brielle U. v. El Monte City SD
 - 15. Maria N. E. v. El Monte City SD
 - 16. Adriel M. v. Culver City USD
- Dr. Chan B. Los Angeles County Board of Education’s Decision on Expulsion Appeal (**Closed Session**) (Enclosure)
- 1. 2324-0001 v. Palmdale School District

X. ADJOURNMENT

Dr. Chan

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, October 17, 2023

A meeting of the Los Angeles County Board of Education was held on Tuesday, October 17, 2023 at the Los Angeles County Office of Education Board Room.

PRESENT: Dr. Yvonne Chan, Mr. James Cross, Ms. Betty Forrester, Dr. Stanley L. Johnson, Jr, Dr. Theresa Montaña, and Dr. Monte E. Perez*; Student Board Members: Ms. Jimena*, and Ms. Jocelyn* (*remote)

UNCOMPENSATED: Mrs. Andrea Foggy-Paxton

OTHERS PRESENT: Ms. Vibiana Andrade, Office of General Counsel; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant, Office of the Superintendent.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Chan called the meeting to order at 3:10 p.m.

Dr. Chan read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mr. Cross lead the Pledge of Allegiance.

ORDERING OF THE AGENDA

Pursuant to Assembly Bill 2449, Dr. Perez remotely joined the Board Meeting. The County Board unanimously agreed to his participation request.

Ms. Andrade reported that appeal no. 1 had been resolved.

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the Board agenda as amended.

Yes vote: Ms. Jimena, Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan.

APPROVAL OF THE MINUTES -

- October 10, 2023 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Montaña, and **CARRIED** to approve the October 10, 2023 minutes as presented.

Yes vote: Ms. Jimena, Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, and Dr. Chan.
Abstained: Dr. Perez

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena indicated that PSAT Testing is taking place at LACHSA. She also mentioned that the Halls of Horror event is taking place and that tickets are available at LACHSA.net/box office.

Dr. Johnson said that on October 12th, he served on a panel of a town-hall conversation entitled, *Sustaining California's Educator Workforce*. The conversation was to build awareness about the educator workforce crisis impacting California's public education sector as experts in academia and on the ground unpacked the challenges facing teachers.

Dr. Perez said that on October 11th, he chaired the California County Boards of Education (CCBE) Policy Platform Committee (PPC) meeting. He said that both Dr. Chan and Mr. Dutton attended and the focus of the meeting was to look at new initiatives that the CCBE PPC is supporting, which include: 1) Pursue Enrollment v. ADA; and 2) Bond funding for counties to build Academic and Programs for county schools, specifically play structures and recreational facilities for Special Education kids.

Dr. Chan said that two years ago, Ms. Forrester introduced her to the Los Angeles County School Trustees Association (LACSTA). Dr. Chan said that she has been attending LACSTA meetings where district board members and colleges come together to discuss important issues such as safety and effective strategies. She mentioned that on October 23rd, the Los Angeles County Superintendent's Forum would be held and that some of the topics will include mental health in education; strengthening call to action through insightful discussions; and gain insights into the current state of affairs, and best practices.

Dr. Chan said that during the Board retreat in August, training was received by the Office of General Counsel. She said that she learned that the LACOE Board set the Board compensation and also set the Superintendent's salary. She said during a previous CCBE meeting, they also learned what their current procedure is. Dr. Chan asked Dr. White and staff to provide data including: historical data, comparative data, State data, Department data, and for staff to add an agenda item on Board Compensation and Superintendent's Salary so that the County Board may review and have a discussion.

Ms. Andrade provided the following highlights to the County Board:

Ethnic Studies Symposium

- Today was the kick off for a 3-day ethnic studies symposium in Ed Center West conference center.
- We have representatives from across the 80 school districts attending.

Superintendent's Collaborative

- Next week Friday, October 27, we are hosting our annual Superintendent's Collaborative at the Spotify Headquarters.
- This year's theme is AI in Education.
- We collaborated with ACSA and F3 to organize this event.
- Our keynote speaker is Clay Smith, a Google Solutions Engineer with experience as a former NYC Department of Education Deputy Director of Instructional and Enterprise Technology Development.

- We will also be acknowledging the 2023-24 Superintendent of the Year.

Superintendent Student Advisory Council

- Dr. Duardo will be meeting with her student advisory council this Saturday at the Kenneth Hall of Administration.
- The first meeting will be in-person and students will be able to tour the Broad Museum before the meeting.

Dr. Montaña said she would like the agenda for Ethnic Studies and the resources that were handed out.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Ms. Martina Rodriguez, Mr. Lee Squire, Ms. Tina Sanipe, Ms. JoAnna Manning, Ms. Florence Avognon, Mr. Francis Gordon, and Mr. David Olivares.

Ms. Jimena arrived at 3:48 p.m.

PRESENTATIONS (None)

HEARINGS (None)

REPORTS / STUDY TOPICS

REPORT ON BOARD POLICY (BP), ADMINISTRATIVE REGULATION (AR), AND EXHIBIT (E) 1113 (WEBSITES), BP/E 3555 (NUTRITION PROGRAM COMPLIANCE), BP 5131.9 (ACADEMIC HONESTY), BP 5141.5 (MENTAL HEALTH), BP 5145.6 (PARENTAL NOTIFICATIONS), BP 6146.1 (HIGH SCHOOL GRADUATION REQUIREMENTS), BP 6146.4 (DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS), BP 6154 (HOMEWORK/MAKEUPWORK), BP/AR 6159.2 (NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION), BP 6162.5 (STUDENT ASSESSMENT), BP 6173.4 (EDUCATION FOR AMERICAN INDIAN STUDIES), BP/AR/E 1312.3 (UNIFORM COMPLAINT PROCEDURES) AND BP/AR 0410 NONDISCRIMINATION IN LACOE PROGRAMS AND ACTIVITIES

Ms. Vibiana Andrade, General Counsel, and staff provided the Report on the above-referenced policies.

The County Board had questions related to the following Board Policies:

- Websites: Who will be approving content from LACOE? Language is unclear. Needs to be reworded.
- Nutrition Program: Alleged discrimination of meals? What is an example? What is the motivation for the language?
- Academic Honesty: “County Superintendent MAY establish the committee or MAY provide training ...” Look at the wording
- Academic Honesty: “Student disability shall be permitted to use technology...” to what extent can this be put into an IEP that will be allowable?”

- Mental Health: Age appropriate poster. There should be some consensus and uniformity language included in the policy.
- We should include that there is a Mental Health designee at each school site in the BP.
- Parental Notification: Pronouns – where does this fall in policy? Where does LACOE stand on this issue?
- HS Graduation Requirements: In looking at the STAR test, where grade level is displayed, many students had an IEP. Did these students take an alternative assessment last year to take an exemption? What are grade standards for students with IEPs? How can we in good faith in a 5-month period hold students to this exemption?
- Education for American Indian Studies: In the Development of curriculum, is the professional development that is provided to teachers going to come out of the task force recommendation? Want to be sure that this is done.
- Remove “MAY” language, from “American Indian student may have unique cultural language, and educational needs that “MAY” be addressed by increasing ...”

The following individuals provided public comment: Ms. Florence Avognon and Mr. David Olivares.

JUVENILE COURT SCHOOLS UPDATE

Dr. Diana Velasquez, Executive Director of Educational Programs and team provided the report to the County Board. The report provided data regarding enrollment, transition and aftercare support, special education, and parent engagement. In addition, this report includes a summary of the September 2022 Department of Justice (DOJ) Student Attendance and Enrollment Reports (SAER) for Central Juvenile Hall and Barry J. Nidorf Juvenile Hall.

Dr. Perez asked that academic progress of students and meeting requirements be included in future reports.

The following individuals provided public comment: Ms. Florence Avognon and Mr. David Olivares.

UNIFORM COMPLAINT PROCEDURE QUARTERLY REPORT FOR EDUCATIONAL PROGRAMS, JULY 1 TO SEPTEMBER 30, 2023

Dr. Maricela Ramirez and her team provided the report on the Uniform Complaint Procedure Quarterly Report for Educational Programs for July 1 to September 30, 2023. She reported that there were no complaints filed.

The County Board did not have questions related to this item.

CONSENT CALENDAR RECOMMENDATIONS

ADOPTION OF BOARD RESOLUTION NO. 16 TO RECOGNIZE NOVEMBER 2023 AS NATIONAL HOMELESS YOUTH AWARENESS MONTH

The Superintendent recommended that Board Resolution No. 16 be adopted by the County Board.

ADOPTION OF BOARD RESOLUTION NO. 17 TO RECOGNIZE NOVEMBER 2023 AS CALIFORNIA SIKH AMERICAN AWARENESS AND APPRECIATION MONTH

The Superintendent recommended that Board Resolution No. 17 be adopted by the County Board.

APPROVAL OF BOARD RESOLUTION NO. 18 TO RECOGNIZE NOVEMBER 2023 AS NATIONAL NATIVE AMERICAN HERITAGE MONTH

The Superintendent recommended that Board Resolution No. 18 be adopted by the County Board.

ADOPTION OF BOARD RESOLUTION NO. 19 TO RECOGNIZE NOVEMBER 12-18, 2023, AS UNITED AGAINST HATE WEEK

The Superintendent recommended that Board Resolution No. 19 be adopted by the County Board.

ACCEPTANCE OF PROJECT FUNDS NO. 48

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 48.

ACCEPTANCE OF PROJECT FUNDS NO. 49

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 49.

ACCEPTANCE OF PROJECT FUNDS NO. 50

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 50.

ACCEPTANCE OF PROJECT FUNDS NO. 51

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 51.

ACCEPTANCE OF PROJECT FUNDS NO. 52

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 52.

ACCEPTANCE OF PROJECT FUNDS NO. 53

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 53.

ACCEPTANCE OF PROJECT FUNDS NO. 54

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 54.

The County Board did not have any questions regarding this item.

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the Consent Calendar Recommendations.

Yes vote: Ms. Jimena, Ms. Jocelyn, Mr. Cross, Mrs. Forrester, Dr. Johnson, Dr. Montañño, Dr. Perez, and Dr. Chan.

RECOMMENDATIONS

APPROVAL OF THE HEAD START AND EARLY LEARNING DIVISION CARRYOVER REQUEST FROM 2022-23 TO 2023-24 WITH ATTACHED STAFF REPORT

The Superintendent recommended that the County Board approve the Head Start and Early Learning Division Carryover Request from 2022-23 to 2023-24.

Dr. Ramirez and her team provided a report on this item.

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the Head Start and Early Learning Division Carryover Request from 2022-23 to 2023-24.

The County Board did not have any questions regarding this item.

Ms. Betty Forrester reminded everyone that October is Head Start Awareness Month.

Ms. Martina Rodriguez addressed the County Board regarding this item.

Yes vote: Ms. Jimena, Ms. Jocelyn, Mr. Cross, Mrs. Forrester, Dr. Johnson, Dr. Montañño, Dr. Perez, and Dr. Chan.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pam Gibbs, Director of Governmental Relations provided a report to the County Board.

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE, ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, AND BOARD FOLLOW UP

Ms. Andrade indicated that the next Board meeting would be on November 14, 2023.

The County Board took a brief break.

**LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION
ON INTERDISTRICT ATTENDANCE APPEALS (Closed Session)**

MILA W. V. COMPTON UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her mother Ms. Elizabeth Miranda. Dr. Rigoberto Roman, Administrator and Attendance Monitoring Pupil Services, represented Compton Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. The Appeal was granted.

SALENA P. V. COMPTON UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her father, Mr. Raul Paredes. Dr. Rigoberto Roman, Administrator and Attendance Monitoring Pupil Services, represented Compton Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. Voting no was Mr. Cross. The Appeal was granted.

JAHMEIR M. V. COMPTON UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents, Mr. Shanaun Moten and Ms. Lashaunda Thomas. Dr. Rigoberto Roman, Administrator and Attendance Monitoring Pupil Services, represented Compton Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. The Appeal was granted.

ALEXANDER M. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles

County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents Mr. Jose Magdaleno and Mrs. Leticia Magdaleno. Mr. Paul Hernandez, Director of Student Support Services, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. The Appeal was granted.

NOAH A. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents Mr. Gustavo Arreola and Ms. Nichole Quiroz. Mr. Paul Hernandez, Director of Student Support Services, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. The Appeal was granted.

AARON N. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents Mr. Baltazar Navarro and Mrs. Victoria Navarro. Mr. Paul Hernandez, Director of Student Support Services, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. The Appeal was granted.

HARLEIGH H V. SAN MARINO UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her parents Mr. Eddie Harris and Ms. Megan Forcum. Ms. Claudia Velazquez, District Registrar and Registrant to the Assistant Superintendent, represented San Marino Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan. The Appeal was granted.

JAMES L. V. MONTEBELLO UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents Mr. Roberto Lara and Mrs. Andrea Lara. Ms. Diana Garay, Attendance and Pupil Data Coordinator, represented Montebello Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan. The Appeal was granted.

JULIAN L. V. MONTEBELLO UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents Mr. Roberto Lara and Mrs. Andrea Lara. Ms. Diana Garay, Attendance and Pupil Data Coordinator, represented Montebello Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan. The Appeal was granted.

MATTHEW L. V. MONTEBELLO UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents Mr. Roberto Lara and Mrs. Andrea Lara. Ms. Diana Garay, Attendance and Pupil Data Coordinator, represented Montebello Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan. The Appeal was granted.

BRYCE B. V. EL MONTE CITY SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles

County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents Mr. Roberto Bennett and Ms. Belinda Nolasco. Ms. Ilbea Fedele, Child Welfare Coordinator, represented El Monte City School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan. The Appeal was granted.

GERARDO P. V. TORRANCE UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his mother, Ms. Lisset Barquero. Mr. Jon Pearson, Director of Student Services, represented Torrance Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, and Dr. Perez. Voting no was Dr. Chan. The Appeal was granted.

ADJOURNMENT

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Perez, and **CARRIED** to adjourn the Board meeting.

Yes vote: Mr. Cross, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan.

The meeting adjourned at 8:35 p.m.

Board Meeting – November 14, 2023

Item V. Reports / Study Topics

A. Quarterly Budget Report – 1st Quarter

The purpose of this 1st Quarter Budget Report is to provide the Los Angeles County Board of Education with information regarding LACOE's budget as of September 30, 2023. (Enclosure)

Grand Total Summary Restricted and Unrestricted	2
Restricted Totals Summary	3
Services to Designated Agencies Part S – Fund 01.7 – Restricted	4
LACOE SELPA and Charter SELPA Part C – Fund 01.3 – Restricted	5
HeadStart – Child Development/State Preschool – Fund 01.2- Restricted	6
Special Projects and Educational Programs Part B/Part C – Fund 01.2/01.3 – Restricted	7
Unrestricted Totals Summary	8
Business & Educational Services Part A – Fund 01.4 – Unrestricted	9
Business & Educational Services Part A – BEST – Unrestricted	10
Entrepreneurial & Designated Services Part O – Fund 01.8 – Unrestricted	11
Juvenile Court Schools Part C – Fund 01.3 – Unrestricted	12
Alternative Education Programs Part C – Fund 01.3 - Unrestricted	13
LACHSA Part C – Fund 01.3 – Unrestricted	14
I-POLY Part C – Fund 01.3 – Unrestricted	15
Other Funds	16

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

Grand Total Summary
Restricted and Unrestricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Adjusted Budget as of 09/30/2023
Beginning Balance	211,855,970	211,855,970		211,855,970
REVENUES				
LCFF Sources	170,508,313	175,326,858	0	175,326,858
LCFF Transfers	0	0	0	0
Federal Revenue	280,608,632	284,252,171	18,460,652	302,712,823
Other State Revenue	44,324,351	45,003,368	11,279,258	56,282,626
Other Local Revenue	119,979,068	126,715,376	37,411,243	164,126,619
Interfund Transfers In	93,000	93,000	0	93,000
Current Year Revenue	615,513,364	631,390,773	67,151,153	698,541,926
EXPENDITURES				
Certificated Salaries	64,817,095	69,636,718	3,063,460	72,700,178
Classified Salaries	117,235,756	121,112,258	3,448,913	124,561,171
Employee Benefits	105,529,852	109,254,261	2,668,124	111,922,385
Books and Supplies	11,645,559	11,800,507	321,068	12,121,575
Services and Other Operating Expenditures	273,163,342	275,407,061	62,561,638	337,968,699
Capital Outlay	15,181,816	15,313,844	(537,256)	14,776,588
Other Outgo - Excluded Indirect Costs Transfers	39,221,209	39,222,638	2,747,952	41,970,590
Other Outgo - Transfer of Indirect Costs	(1,308,497)	(1,221,460)	(1,935,747)	(3,157,207)
Interfund Transfers Out	1,265,000	1,265,000	0	1,265,000
Current Year Expenditure	626,751,132	641,790,827	72,338,152	714,128,979
Net of Current Year Revenue & Expenditures	(11,237,768)	(10,400,054)	(5,186,999)	(15,587,053)
Projected Ending Balance--Surplus/(Deficit)	167,962,556	201,455,916	(5,186,999)	196,268,917
County School Service Fund				
	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of
Total Revenues & Other Financing Sources	615,513,364	631,390,773	67,151,153	698,541,926
Total Expenditures & Other Financing Uses	626,751,132	641,790,827	72,338,152	714,128,979
Net Increase / (Decrease) in Fund Balance	(11,237,768)	(10,400,054)	(5,186,999)	(15,587,053)
Estimated Beginning Fund Balance	211,855,970	211,855,970	0	211,855,970
Ending Fund Balance	200,618,202	201,455,916	(5,186,999)	196,268,917
Non spendable (petty cash/stores/prepays)	720,000	720,000		720,000
Restricted	72,803,371	54,694,257	5,269,735	59,963,992
Assigned (BEST project)	24,000,000	24,000,000	-	24,000,000
Assigned (Part O carryover)	1,000,000	1,000,000	3,500,000	4,500,000
Assigned (Differentiated Assistance)	5,000,000	9,000,000	5,500,000	14,500,000
Assigned (Debt Service -COP's)	14,325,000	14,325,000	-	14,325,000
Reserve for Economic Uncertainties	62,675,113	64,179,083	7,233,815	71,412,898
Unassigned/Unappropriated	20,094,718	33,537,576	(26,690,549)	6,847,027
Total	200,618,202	201,455,916	(5,186,999)	196,268,917
Total Available Reserve by Amount	82,769,831	97,716,659		78,259,925
Total Available Reserve by Percentage	13.21%	15.23%		10.96%

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

**Restricted Totals
Summary**

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
Beginning Balance	77,015,455	77,015,455		77,015,455
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	7,634,073	7,885,227	0	7,885,227
Federal Revenue	280,608,632	284,252,171	18,460,652	302,712,823
Other State Revenue	41,946,665	42,625,682	11,279,258	53,904,940
Other Local Revenue	21,793,326	28,529,634	37,411,243	65,940,877
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	6,499,812	6,499,812	0	6,499,812
Contributions - other/encroachment	7,700,000	7,700,000	0	7,700,000
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	366,182,508	377,492,526	67,151,153	444,643,679
EXPENDITURES				
Certificated Salaries	28,859,005	32,271,938	2,636,036	34,907,974
Classified Salaries	37,326,765	39,054,961	2,692,059	41,747,020
Employee Benefits	41,376,569	43,862,594	2,395,721	46,258,315
Books and Supplies	5,320,690	5,583,303	303,190	5,886,493
Services and Other Operating Expenditures	238,521,506	240,821,198	64,428,017	305,249,215
Capital Outlay	200,000	430,472	(1,670)	428,802
Other Outgo - Excluded Indirect Costs Transfers	2,001,208	2,002,637	1,838,964	3,841,601
Other Outgo - Transfer of Indirect Costs	16,830,598	17,448,939	5,926,783	23,375,722
Interfund Transfers Out	0	0	0	0
Other Uses	0	0	0	0
Vacant Positions Savings Adjustments-Estimated Actuals	0	0	0	0
COVID Programs Adjustments	0	0	0	0
Current Year Expenditure	370,436,341	381,476,042	80,219,100	461,695,142
Net of Current Year Revenue & Expenditures	(4,253,833)	(3,983,516)	(13,067,947)	(17,051,463)
Projected Ending Balance--Surplus/(Deficit)	72,761,622	73,031,939	(13,067,947)	59,963,992

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

Services to Designated Agencies
Part S - Fund 01.7 - Restricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	0	0	0	0
Federal Revenue	505,751	505,751	235,041	740,792
Other State Revenue	17,332,768	17,332,768	6,585,753	23,918,521
Other Local Revenue	18,145,104	24,612,455	37,406,274	62,018,729
Contributions - other/encroachment	7,700,000	7,700,000	0	7,700,000
Current Year Revenue	43,683,623	50,150,974	44,227,068	94,378,042
EXPENDITURES				
Certificated Salaries	6,741,973	8,012,687	1,611,070	9,623,757
Classified Salaries	4,264,784	4,853,552	234,255	5,087,807
Employee Benefits	11,440,817	12,341,388	764,206	13,105,594
Books and Supplies	749,821	808,358	442,337	1,250,695
Services and Other Operating Expenditures	19,037,648	22,108,641	49,648,589	71,757,230
Capital Outlay	0	137,274	2,670	139,944
Other Outgo - Excluded Indirect Costs Transfers	2,001,208	2,001,928	29,602	2,031,530
Other Outgo - Transfer of Indirect Costs	3,285,237	3,705,848	4,562,286	8,268,134
Current Year Expenditure	47,521,488	53,969,676	57,295,015	111,264,691
Net of Current Year Revenue & Expenditures	(3,837,865)	(3,818,702)	(13,067,947)	(16,886,649)

Includes adjustments that net to zero

Carryover Funds: Rolled budgets balances from FY22-23 to FY23-24

	Revenue	Expenditures
Student Behavioral Health Incentive Program: LA Care	24,840,147	33,462,538
Student Behavioral Health Incentive Program: Centene HealthNet	10,478,345	13,856,352
California Community Schools Partnership Program - Regional Transformational/Technical Assistance Center(R-TAC)	5,073,836	5,073,836
CTE Apprenticeship	1,468,484	1,489,634
Learning Acceleration and Academic Support	548,326	548,326
Project California Regional Ethnic Studies Collaborative (CRESC)	524,000	524,000
Early Care and Education - High Road Training Partnerships (HRTP) initiative	500,310	500,310
LA Community Impact HUBs	446,558	446,558
School COVID-19 Prevention Partnership	235,041	235,041
Community School Initiative II	174,588	174,588
Foster Youth Services - Department of Child and Family Services (DCFS)	19,942	19,942
Ethnic Studies	23,491	1,641
California County Superintendents Educational Services Association (CCSESA) Arts Initiative	4,000	4,000
<u>Budget increases in expenditures from FY22-23 ending balance carryovers:</u>		
Expanded Learning Opportunities Program (ELO-P)		637,113
Educator Effectiveness Grant		285,370
Employee Assistance Service for Education (EASE)		130,382
Multi-Tiered System of Support (MTSS) Grant - Phase 2B		37,360
MTSS-California Scale-Up MTSS Statewide (SUMS)-Region Lead-PHASE 3		30,635
<u>Budget adjustments to align with grant contracts</u>		
California Preschool Instructional Network	(10,000)	(10,000)
California Community Foundation Grant		(52,611)
CalHOPE Social Emotional Learning (SEL) Community of Practice Program	(100,000)	(100,000)
Total	44,227,068	57,295,015

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

LACOE SELPA AND CHARTER SELPA
Part C - Fund 01.3 - Restricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	7,634,073	7,885,227	0	7,885,227
Federal Revenue	116,271	116,271	0	116,271
Other State Revenue	2,789,762	2,789,762	0	2,789,762
Other Local Revenue	300,000	300,000	0	300,000
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	6,499,812	6,499,812	0	6,499,812
Contributions - other/encroachment	0	0	0	0
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	17,339,918	17,591,072	0	17,591,072
EXPENDITURES				
Certificated Salaries	7,504,752	7,504,752	0	7,504,752
Classified Salaries	2,074,071	2,074,071	57,024	2,131,095
Employee Benefits	4,527,673	4,527,673	23,456	4,551,129
Books and Supplies	199,688	199,688	(1,000)	198,688
Services and Other Operating Expenditures	1,668,982	1,668,982	(79,480)	1,589,502
Capital Outlay	0	0	0	0
Other Outgo - Excluded Indirect Costs Transfers	0	0	0	0
Other Outgo - Transfer of Indirect Costs	1,591,849	1,591,849	0	1,591,849
Current Year Expenditure	17,567,015	17,567,015	0	17,567,015
Net of Current Year Revenue & Expenditures	(227,097)	24,057	0	24,057

Includes adjustments that net to zero

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

HEADSTART - CHILD DEVELOPMENT / STATE PRESCHOOL

Fund 01.2 - Restricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	0	0	0	0
Federal Revenue	183,770,646	186,925,565	13,295,699	200,221,264
Other State Revenue	0	0	0	0
Other Local Revenue	0	0	0	0
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	0	0	0	0
Contributions - other/encroachment	0	0	0	0
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	183,770,646	186,925,565	13,295,699	200,221,264
EXPENDITURES				
Certificated Salaries	0	0	0	0
Classified Salaries	12,712,465	13,418,845	647,907	14,066,752
Employee Benefits	8,024,367	8,412,638	267,948	8,680,586
Books and Supplies	557,450	572,036	53,977	626,013
Services and Other Operating Expenditures	159,143,164	161,088,359	10,039,209	171,127,568
Capital Outlay	200,000	200,000	(100,000)	100,000
Other Outgo - Excluded Indirect Costs Transfers	0	709	1,809,362	1,810,071
Other Outgo - Transfer of Indirect Costs	3,133,200	3,232,978	577,296	3,810,274
Current Year Expenditure	183,770,646	186,925,565	13,295,699	200,221,264
Net of Current Year Revenue & Expenditures	0	0	0	0

Includes adjustments that net to zero

	Revenue	Expenditures
<u>Budget adjustments to align with grant contracts</u>		
Head Start Basic	7,633,001	7,633,001
Early Head Start	5,029,964	5,029,964
Head Start Extensions Duration/Dosage	632,734	632,734
Total	13,295,699	13,295,699

**LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023**

SPECIAL PROJECTS and EDUCATIONAL PROGRAMS *

Part B - Funds 01.2 and Part C - Funds 01.3 Restricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	0	0	0	0
Federal Revenue	96,215,964	96,704,584	4,929,912	101,634,496
Other State Revenue	21,824,135	22,503,152	4,693,505	27,196,657
Other Local Revenue	3,348,222	3,617,179	4,969	3,622,148
Current Year Revenue	121,388,321	122,824,915	9,628,386	132,453,301
EXPENDITURES				
Certificated Salaries	14,612,280	16,754,499	1,024,966	17,779,465
Classified Salaries	18,275,445	18,708,493	1,752,873	20,461,366
Employee Benefits	17,383,712	18,580,895	1,340,111	19,921,006
Books and Supplies	3,813,731	4,003,221	(192,124)	3,811,097
Services and Other Operating Expenditures	58,671,712	55,955,216	4,819,699	60,774,915
Capital Outlay	0	93,198	95,660	188,858
Other Outgo - Transfer of Indirect Costs	8,820,312	8,918,264	787,201	9,705,465
Current Year Expenditure	121,577,192	123,013,786	9,628,386	132,642,172
Net of Current Year Revenue & Expenditures	(188,871)	(188,871)	0	(188,871)

Includes adjustments that net to zero * Includes: Child Nutrition, Restricted Lottery, ROP Credentials, Supplemental Programs - Specialized Secondary, and LACHSA Foundation.

Carryover Funds: Rolled budgets balances from FY22-23 to FY23-24

	Revenue	Expenditures
Educator Workforce Investment Grant Program (EWIG) - English Learner (EL) Roadmap Policy Implementation	2,500,000	2,500,000
IASA Title I Part D Delinquent	1,601,326	1,601,326
Title I Part A Basic	897,396	897,396
Homeless Education Technical Assistance Centers	566,607	566,607
Foster Youth Services Coordinating (FYSC) Programs.	461,471	461,471
Expanded Learning Opportunities Program (ELO-P) Technical Assistance	429,116	429,116
AB 130 Foster Youth Direct Services	373,209	373,209
Special Education Resource Lead (SERL)	369,027	369,027
American Rescue Plan- Homeless I Program	349,663	349,663
Team Nutrition Training Project	333,333	333,333
California Classified School Employee Teacher Credentialing Program (Classified Program) - Round 2	302,178	302,178
Foster Youth Services Coordinating Program Technical Assistance	260,561	260,561
Comprehensive Literacy State Development Grant - California's Literacy Initiative	241,077	241,077
Education - Homeless Children & Youth	235,374	235,374
Human Trafficking Youth Prevention Education Demonstration Program	230,698	230,698
California Friday Night Live (FNL) Partnership -Social Emotional Learning	200,000	200,000
CA DOJ Tobacco Grant	80,468	80,468
Title III COE Regional COE English Learner Specialists	75,414	75,414
21st Century Comm Learning Center	73,193	73,193
Title IV, Part A Student Support and Academic Enrichment	44,067	44,067
American Rescue Plan- Homeless Children and Youth II (ARP HCY II)	29,882	29,882
Every Student Succeeds Act (ESSA) - Comprehensive Support and Improvement (CSI)	28,990	28,990
Career Technical Education Incentive Grant (CTEIG)	17,089	17,089
Supporting Inclusive Practices	15,000	15,000
21st Century STEAM Grant	6,085	6,085
LACOE Resilience in School Environments (RISE) Initiative - Kaiser Permanente	4,969	4,969
STEAM - After School Education and Safety (ASES) Grant	3,499	3,499
Alternate Dispute Resolution - LACOE Charter SELPA	1,793	1,793
Alternate Dispute Resolution - LACOE SELPA	1,405	1,405
CTE for Youth in Juvenile Justice System	1,284	1,284
Title III - LEP Student Program	52	52
Title II, Pt A-Teacher Quality	(1,443)	(1,443)
After School Education and Safety (ASES) Program - Technical Assistance	(1,977)	(1,977)
Tobacco-Use Prevention Education (TUPE) CTALF PROP 56 Supplemental	(11,346)	(11,346)
Tobacco-Use Prevention Education (TUPE) - COE/Administration	(36,550)	(36,550)
Classified School Teacher Training	(54,524)	(54,524)
Total	9,628,386	9,628,386

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

**Unrestricted Totals
Summary**

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
Beginning Balance	134,840,515	134,840,515		134,840,515
REVENUES				
LCFF Sources	170,508,313	175,326,858	0	175,326,858
LCFF Transfers	(7,634,073)	(7,885,227)	0	(7,885,227)
Federal Revenue	0	0	0	0
Other State Revenue	2,377,686	2,377,686	0	2,377,686
Other Local Revenue	98,185,742	98,185,742	0	98,185,742
Interfund Transfers In	93,000	93,000	0	93,000
Contributions - to fund LACOE SELPA	(6,499,812)	(6,499,812)	0	(6,499,812)
Contributions - other/encroachment	(7,700,000)	(7,700,000)	0	(7,700,000)
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	249,330,856	253,898,247	0	253,898,247
EXPENDITURES				
Certificated Salaries	35,958,090	37,364,780	427,424	37,792,204
Classified Salaries	79,908,991	82,057,297	756,854	82,814,151
Employee Benefits	64,153,283	65,391,667	272,403	65,664,070
Books and Supplies	6,324,869	6,217,204	17,878	6,235,082
Services and Other Operating Expenditures	34,641,836	34,585,863	(1,866,379)	32,719,484
Capital Outlay	14,981,816	14,883,372	(535,586)	14,347,786
Other Outgo - Excluded Indirect Costs Transfers	37,220,001	37,220,001	908,988	38,128,989
Other Outgo - Transfer of Indirect Costs	(18,139,095)	(18,670,399)	(7,862,530)	(26,532,929)
Interfund Transfers Out	1,265,000	1,265,000	0	1,265,000
Current Year Expenditure	256,314,791	260,314,785	(7,880,948)	252,433,837
Net of Current Year Revenue & Expenditures	(6,983,935)	(6,416,538)	7,880,948	1,464,410
Projected Ending Balance--Surplus/(Deficit)	127,856,580	128,423,977	7,880,948	136,304,925

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

Business & Educational Services

Part A - Fund 01.4 - Unrestricted

(Excludes BEST)

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	170,508,313	175,326,858	0	175,326,858
LCFF Transfers	(18,161,557)	(26,153,764)	0	(26,153,764)
Federal Revenue	0	0	0	0
Other State Revenue	1,663,211	1,663,211	0	1,663,211
Other Local Revenue	8,445,716	8,445,716	0	8,445,716
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	0	0	0	0
Contributions - other/encroachment	(26,929,768)	(20,269,689)	0	(20,269,689)
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	135,525,915	139,012,332	0	139,012,332
EXPENDITURES				
Certificated Salaries	15,230,558	15,899,952	280,122	16,180,074
Classified Salaries	65,546,384	67,479,791	615,875	68,095,666
Employee Benefits	47,343,886	48,073,465	162,842	48,236,307
Books and Supplies	4,461,657	4,389,257	71,727	4,460,984
Services and Other Operating Expenditures	11,157,659	11,121,727	(1,511,215)	9,610,512
Capital Outlay	1,056,237	957,793	(377,912)	579,881
Other Outgo - Excluded Indirect Costs Transfers	2,220,001	2,220,001	737,749	2,957,750
Other Outgo - Transfer of Indirect Costs	(24,595,650)	(25,126,954)	(7,862,530)	(32,989,484)
Interfund Transfers Out	1,265,000	1,265,000	0	1,265,000
Current Year Expenditure	123,685,732	126,280,032	(7,883,342)	118,396,690
Net of Current Year Revenue & Expenditures	11,840,183	12,732,300	7,883,342	20,615,642

Includes adjustments that net to zero

<u>Budget increases due to</u>	<u>Expenditures</u>
Environmental Literacy and Sustainability - Climate Corp Partnership Fellowship	60,000
Computer equipment purchases	2,000
Various chargebacks and Indirect	(7,945,342)
Total	(7,883,342)

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

Business & Educational Services
Part A - BEST - Unrestricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	0	0	0	0
Federal Revenue	0	0	0	0
Other State Revenue	0	0	0	0
Other Local Revenue	3,451,437	3,451,437	0	3,451,437
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	0	0	0	0
Contributions - other/encroachment	0	0	0	0
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	3,451,437	3,451,437	0	3,451,437
EXPENDITURES				
Certificated Salaries	0	0	0	0
Classified Salaries	4,703,923	4,823,348	0	4,823,348
Employee Benefits	2,814,942	2,814,942	0	2,814,942
Books and Supplies	89,500	60,100	(431)	59,669
Services and Other Operating Expenditures	1,841,300	1,841,300	158,105	1,999,405
Capital Outlay	13,921,655	13,921,655	(157,674)	13,763,981
Current Year Expenditure	23,371,320	23,461,345	0	23,461,345
Net of Current Year Revenue & Expenditures	(19,919,883)	(20,009,908)	0	(20,009,908)

Includes adjustments that net to zero

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

Entrepreneurial & Designated Services
Part O - Fund 01.8 - Unrestricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	0	0	0	0
Federal Revenue	0	0	0	0
Other State Revenue	445,042	445,042	0	445,042
Other Local Revenue	69,386,760	69,386,760	0	69,386,760
Interfund Transfers In	93,000	93,000	0	93,000
Contributions - to fund LACOE SELPA	0	0	0	0
Contributions - other/encroachment	1,881,620	1,881,620	0	1,881,620
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	71,806,422	71,806,422	0	71,806,422
EXPENDITURES				
Certificated Salaries	4,545,633	4,545,633	134,291	4,679,924
Classified Salaries	6,958,825	6,958,825	144,451	7,103,276
Employee Benefits	5,714,448	5,714,448	98,954	5,813,402
Books and Supplies	538,698	518,933	(62,629)	456,304
Services and Other Operating Expenditures	14,680,042	14,699,807	(315,067)	14,384,740
Capital Outlay	3,924	3,924	0	3,924
Other Outgo - Excluded Indirect Costs Transfers	35,000,000	35,000,000	0	35,000,000
Other Outgo - Transfer of Indirect Costs	3,095,868	3,095,868	0	3,095,868
Current Year Expenditure	70,537,438	70,537,438	0	70,537,438
Net of Current Year Revenue & Expenditures	1,268,984	1,268,984	0	1,268,984

Includes adjustments that net to zero

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

Juvenile Court Schools
Part C - Fund 01.3 - Unrestricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Adjusted Budget as of 09/30/2023
Beginning Balance	(127,248,024)	(127,248,024)		(127,248,024)
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	9,815,536	17,476,554	0	17,476,554
Federal Revenue	0	0	0	0
Other State Revenue	79,713	79,713	0	79,713
Other Local Revenue	808,044	808,044	0	808,044
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	(5,579,586)	(5,579,586)	0	(5,579,586)
Contributions - other/encroachment	13,680,911	6,336,044	0	6,336,044
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	18,804,618	19,120,769	0	19,120,769
EXPENDITURES				
Certificated Salaries	8,840,111	8,956,479	1,143	8,957,622
Classified Salaries	1,320,315	1,349,111	(4,472)	1,344,639
Employee Benefits	4,364,028	4,535,265	10,941	4,546,206
Books and Supplies	652,607	672,607	(13,359)	659,248
Services and Other Operating Expenditures	2,048,992	2,028,742	8,141	2,036,883
Capital Outlay	0	0	0	0
Other Outgo - Excluded Indirect Costs Transfers	0	0	0	0
Other Outgo - Transfer of Indirect Costs	1,578,565	1,578,565	0	1,578,565
Current Year Expenditure	18,804,618	19,120,769	2,394	19,123,163
Net of Current Year Revenue & Expenditures	0	0	(2,394)	(2,394)

Includes adjustments that net to zero

	<u>Expenditures</u>
Budget increases due to staffing adjustment	2,394

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

Alternative Education Programs
(County Community Schools and Independent Study)

Part C - Fund 01.3 - Unrestricted

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	711,948	791,983	0	791,983
Federal Revenue	0	0	0	0
Other State Revenue	20,655	20,655	0	20,655
Other Local Revenue	1,395,307	1,395,307	0	1,395,307
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	(172,542)	(172,542)	0	(172,542)
Contributions - other/encroachment	3,357,435	4,042,223	0	4,042,223
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	5,312,803	6,077,626	0	6,077,626
EXPENDITURES				
Certificated Salaries	1,553,641	2,040,655	0	2,040,655
Classified Salaries	438,167	459,071	1,000	460,071
Employee Benefits	963,838	1,220,743	(1,060)	1,219,683
Books and Supplies	205,873	205,373	3,190	208,563
Services and Other Operating Expenditures	1,678,777	1,679,277	(174,369)	1,504,908
Capital Outlay	0	0	0	0
Other Outgo - Excluded Indirect Costs Transfers	0	0	171,239	171,239
Other Outgo - Transfer of Indirect Costs	472,507	472,507	0	472,507
Current Year Expenditure	5,312,803	6,077,626	0	6,077,626
Net of Current Year Revenue & Expenditures	0	0	0	0

Includes adjustments that net to zero

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

LACHSA**Part C - Fund 01.3 - Unrestricted**

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	0	0	0	0
Federal Revenue	0	0	0	0
Other State Revenue	85,986	85,986	0	85,986
Other Local Revenue	7,865,391	7,865,391	0	7,865,391
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	(460,113)	(460,113)	0	(460,113)
Contributions - other/encroachment	206,761	206,761	0	206,761
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	7,698,025	7,698,025	0	7,698,025
EXPENDITURES				
Certificated Salaries	2,769,205	2,769,205	11,868	2,781,073
Classified Salaries	412,318	447,694	0	447,694
Employee Benefits	1,401,614	1,421,336	726	1,422,062
Books and Supplies	256,226	256,226	1,550	257,776
Services and Other Operating Expenditures	2,328,109	2,302,453	(14,144)	2,288,309
Capital Outlay	0	0	0	0
Other Outgo - Excluded Indirect Costs Transfers	0	0	0	0
Other Outgo - Transfer of Indirect Costs	707,780	707,780	0	707,780
Current Year Expenditure	7,875,252	7,904,694	0	7,904,694
Net of Current Year Revenue & Expenditures	(177,227)	(206,669)	0	(206,669)

Includes adjustments that net to zero

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

I-POLY**Part C - Fund 01.3 - Unrestricted**

	Adopted Budget as of 07/01/2023	45-Day Budget Revisions as of 07/24/2023	Budget Revisions	Current Adjusted Budget as of 09/30/2023
REVENUES				
LCFF Sources	0	0	0	0
LCFF Transfers	0	0	0	0
Federal Revenue	0	0	0	0
Other State Revenue	83,079	83,079	0	83,079
Other Local Revenue	6,833,087	6,833,087	0	6,833,087
Interfund Transfers In	0	0	0	0
Contributions - to fund LACOE SELPA	(287,571)	(287,571)	0	(287,571)
Contributions - other/encroachment	103,041	103,041	0	103,041
COVID Programs Adjustments	0	0	0	0
Current Year Revenue	6,731,636	6,731,636	0	6,731,636
EXPENDITURES				
Certificated Salaries	3,018,942	3,152,856	0	3,152,856
Classified Salaries	529,059	539,457	0	539,457
Employee Benefits	1,550,527	1,611,468	0	1,611,468
Books and Supplies	120,308	114,708	17,830	132,538
Services and Other Operating Expenditures	906,957	912,557	(17,830)	894,727
Capital Outlay	0	0	0	0
Other Outgo - Excluded Indirect Costs Transfers	0	0	0	0
Other Outgo - Transfer of Indirect Costs	601,835	601,835	0	601,835
Current Year Expenditure	6,727,628	6,932,881	0	6,932,881
Net of Current Year Revenue & Expenditures	4,008	(201,245)	0	(201,245)

Includes adjustments that net to zero

LACOE FY 2023 - 24
Q1 Budget Report
As of September 30, 2023

OTHER FUNDS

Fund	Title	Beginning Reserves	Revenues	Revenues and Beginning Reserves	Other Restatement Expenditures	Projected Ending Reserves
17.0	Special Reserve for Other Than Capital Outlay	154,649,724	255,282	154,905,006	0	154,905,006
67.1	Retiree Health Benefit Fund	11,493,693	1,258,782	12,752,475	1,258,782	11,493,693
67.3	Workers' Compensation	0	5,140,530	5,140,530	5,140,530	0
67.8	Other Claims	0	3,966,800	3,966,800	3,966,800	0
	Current Budget as of 09/30/2023	166,143,417	10,621,394	176,764,811	10,366,112	166,398,699
	Adjusted Budget as of 07/24/2023	166,143,417	10,621,394	176,764,811	10,366,112	166,398,699
	Increase (Decrease)	0	0	0	0	0
FACILITIES AND CAPITAL OUTLAY						
35.2	County School Facilities - Modernization	85,821	0	85,821	88,000	(2,179)
35.3	County School Facilities - New Construction	16,629,431	0	16,629,431	4,230,000	12,399,431
	Current Budget as of 09/30/2023	16,715,252	0	16,715,252	4,318,000	12,397,252
	Adjusted Budget as of 07/24/2023	16,715,252	0	16,715,252	4,318,000	12,397,252
	Increase (Decrease)	0	0	0	0	0
SELPA PASS - THROUGH						
10.0	Special Education Pass Through **	(93,413)	26,163,197	26,069,784	26,163,197	(93,413)
	Current Budget as of 09/30/2023	(93,413)	26,163,197	26,069,784	26,163,197	(93,413)
	Adjusted Budget as of 07/24/2023	(93,413)	26,163,197	26,069,784	26,163,197	(93,413)
	Increase (Decrease)	0	0	0	0	0
CHILD DEVELOPMENT / STATE PRESCHOOL						
12.0	Child Development/State Preschool	7,823,511	55,684,037	63,507,548	59,429,692	4,077,856
	Current Budget as of 09/30/2023	7,823,511	55,684,037	63,507,548	59,429,692	4,077,856
	Adjusted Budget as of 07/24/2023	7,823,511	27,511,169	35,334,680	31,313,019	4,021,661
	Increase (Decrease)	0	28,172,868	28,172,868	28,116,673	56,195
FOREST RESERVE FUND						
16.0	Forest Reserve Fund	0	620,000	620,000	620,000	0
	Current Budget as of 09/30/2023	0	620,000	620,000	620,000	0
	Adjusted Budget as of 07/24/2023	0	620,000	620,000	620,000	0
	Increase (Decrease)	0	0	0	0	0
SPECIAL RESERVE FUND - CAPITAL OUTLAY PROJECT						
40.0	Special Reserve Fund - Capital Outlay Projects	40,428,165	0	40,428,165	10,890,466	29,537,699
	Current Budget as of 09/30/2023	40,428,165	0	40,428,165	10,890,466	29,537,699
	Adjusted Budget as of 07/24/2023	40,428,165	0	40,428,165	10,890,466	29,537,699
	Increase (Decrease)	0	0	0	0	0

Includes adjustments that net to zero

** Reversal of FMV will be included in Q2 Budget report

	Revenues	Expenditures
Fund 12.0 - Budget increases to align with grant letters -		
CSPP QRIS Block Grant	13,613,723	13,613,723
CA State Preschool - CCTR	13,017,073	13,017,073
Inclusive Early Learning & Exp	752,126	752,126
Preschool Development Grant-Renewal	615,464	615,464
AB179 Child Care Stipend - CCTR	174,482	174,482
American Rescue Plan Act (ARPA) - General Child Care and Development Program (CCTR) one time stipend		(56,195)
Fund 12.0 Total	28,172,868	28,116,673

Board Meeting – November 14, 2023

Item V. Reports / Study Topics

B. Juvenile Court Schools Report

The Juvenile Court Schools Report provides updates, including data regarding enrollment, transition and aftercare support, special education, and parent engagement. In addition, this report includes a summary of the October 2023 Department of Justice (DOJ) *Student Attendance and Enrollment Reports* (SAER) for Los Padrinos Juvenile Hall and Barry J. Nidorf SYTF facility.

Student Attendance and Enrollment Report (SAER), October 2023

Los Angeles County Office of Education¹

The Student Attendance and Enrollment Report (SAER) shows enrollment, attendance, tardies, and excused and unexcused absences for Los Padrinos Juvenile Hall (CJH) and Barry J. Nidorf Juvenile Hall (BJN) for October 2023.

	Enrollment²	Instructional Days	Instruct. Time Available (mins.)	Time lost (minutes)*
Los Padrinos JH	251	22	1,656,600	181,250
Nidorf JH	20	22	132,000	15,800

*Lost instructional time includes tardies and unexcused absences.

Los Padrinos JH – Student Absence Summary									
	Probation Absences	LACOE Unexcused Absences	LACOE In-school Suspensions	LACOE School Suspensions	LACOE Day Suspensions ³	Tardy	Medical*	Court*	TOTAL LACOE Unexcused**
Periods	3,318	0	65	119	108	15	458	1,315	292
Minutes	165,900	0	3,250	5,950	5,400	750	22,900	65,750	14,600
%	10.0%	0%	0.2%	0.4%	0.3%	0.05%	1.4%	4.0%	0.9%

*Medical appointments and Court appearances are excused absences.

**Total LACOE Unexcused is calculated by adding LACOE unexcused absences + in-school suspensions + school suspensions + day suspensions.

Nidorf JH – Student Absence Summary									
	Probation Absences	LACOE Unexcused Absences	LACOE In-school Suspensions	LACOE School Suspensions	LACOE Day Suspensions	Tardy	Medical*	Court*	TOTAL LACOE Unexcused
Periods	275	0	1	37	0	3	120	19	38
Minutes	13,750	0	50	1,850	0	950	6,000	950	1,900
%	10.4%	0%	0.04%	1.4%	0%	0.1%	4.5%	0.7%	1.4%

The hours of compensatory services and the number of students owed time are not directly derived from the LACOE unexcused absences. Therefore, these columns will inevitably reflect a larger number due to some students who have missed less than six periods. See comp. time calculation note and compensatory chart.

¹ This report was produced in response to Paragraph 14(c) of the Settlement Agreement between LACOE and the CA DOJ.

² Enrollment is the number of students in school on _____.

³ A day suspension is a full day suspension for a student approved by a LACOE administrator per California Education Code.

Excused absences are due to medical (M) or court (C) related reasons. Unexcused absences are labeled as Probation (B), LACOE, unexcused absences (U), LACOE in-school suspensions (X), LACOE school suspensions (S), and LACOE day suspensions (S used for all periods for a day.)

Attendance

	Lost Instructional Tardies: hours (minutes)	Lost Instructional Minutes: Unexcused Absen. (periods/mins.)	Total Instructional Time Lost (Minutes)	Attendance Rates
Los Padrinos JH	750	3,610/180,500	181,250	89.1%
Nidorf JH	150	313/15,650	15,800	88.0%

Attendance rates are computed by dividing the total number of minutes all students spent in school by the instructional minutes available.

Compensatory Services

	Total Comp. Time	Comp. Time Completed Prev. Month	Cost:
Los Padrinos JH	0	0	\$0
Nidorf JH	0	0	\$0
Totals	0	0	\$0

Compensatory services are provided by Studentnest, a LACOE education contractor. Costs are estimated at \$55/hr.

Comp. Time Calculation: A student has to accrue six or more periods of Probation or LACOE unexcused absences in order to earn one comp. hour. 6 periods of unexcused absences = 1 hour of comp. time

Hours Owed this month

Probation 478 hrs - 37 Nidorf/ 441 LP

LACOE 0 Hrs

Class Coverage

	Classes not covered by a LACOE Teacher this month
Los Padrinos JH	0
Nidorf JH	0
Total	0

Discussion

For the month of October 2023, there were 11 students owed 37 hours at Nidorf Juvenile Hall and 189 students owed 441 hours at Los Padrinos by probation.

Month, Year

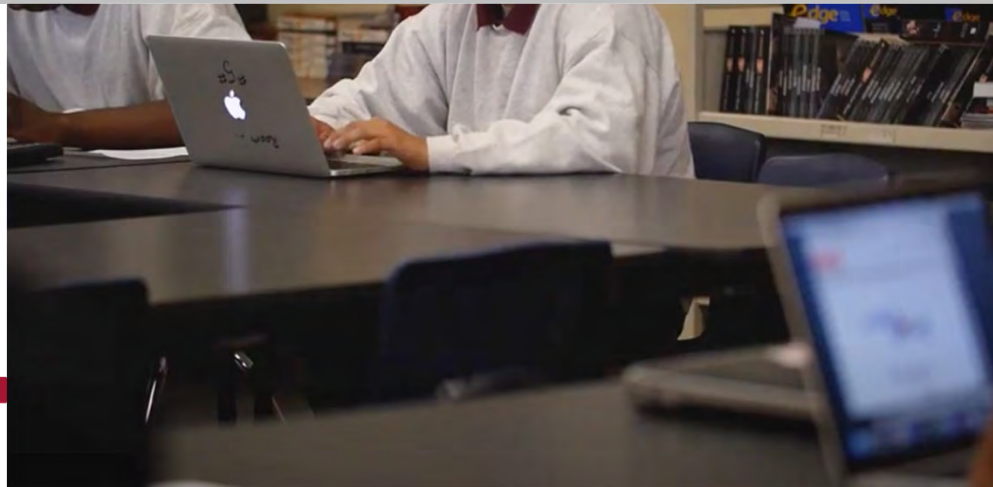
October 2023





LACOE Juvenile Court Schools Update

Juvenile Court Schools Report November 14, 2023



Juvenile Court Schools Update Snapshot Data for the Week of October 30, 2023

Enrollment	Totals
Enrollment (Friday Snapshot)	419
Transition/Aftercare	
Multi-Disciplinary Team Meetings	24
Follow-Up Phone Calls for Students Exited	28
Special Education	
IEP Meetings	9
Total Admin Placements	14
Parent Workshops	
Parent Workshops	3
Number of Parent Participants	39
Parent Town Halls	
Number of Town Halls	0
Number of Parent Participants	N/A

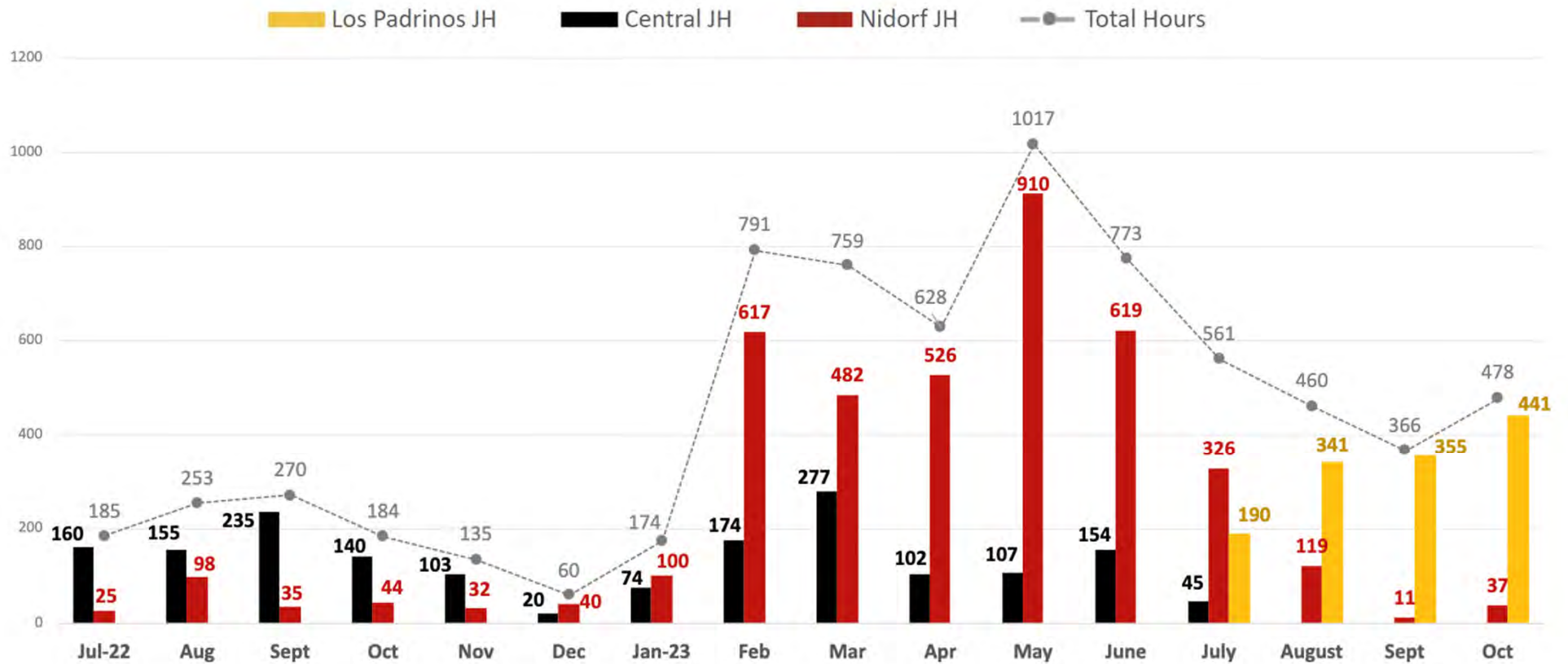


October 2023 – Student Attendance and Enrollment

SUMMARY

	Enrollment	Instructional Days	Total Instructional Minutes Available	Total Minutes Lost	Attendance %	Total PROBATION Related Absences Minutes	PROBATION Comp. Time Hours Owed	Total LACOE Unexcused Minutes (%)	LACOE Comp. Time Hours Owed
Los Padrinos	251	22	1,656,600	181,250	89.1%	165,900	441	14,600 (.9%)	0
Nidorf	20	22	132,000	15,800	88%	13,750	37	1,900 (1.4%)	0

Probation Compensatory Hours Owed



DOJ Monitoring Visits



Barry J Nidorf

Great progress



Los Padrinos

In progress

Road to Success Academy Monitoring Visits

RTSA Highlights



**Student
Engagement**



**Student
Ambassadors**



**Student
Work**



**Student
Success**



**Meeting Student
Needs**

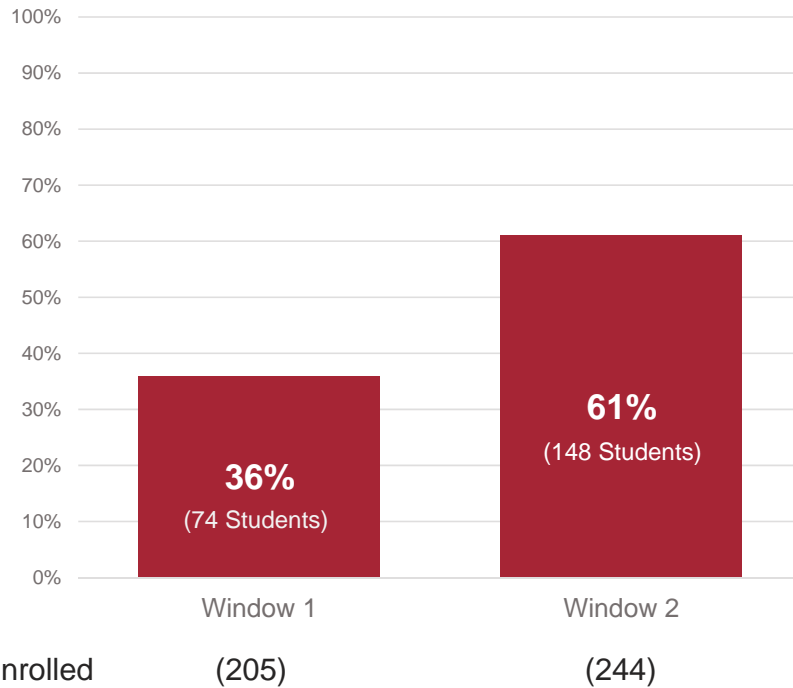
“This is the first time I have taken school seriously”.

Student from Camp Rockey

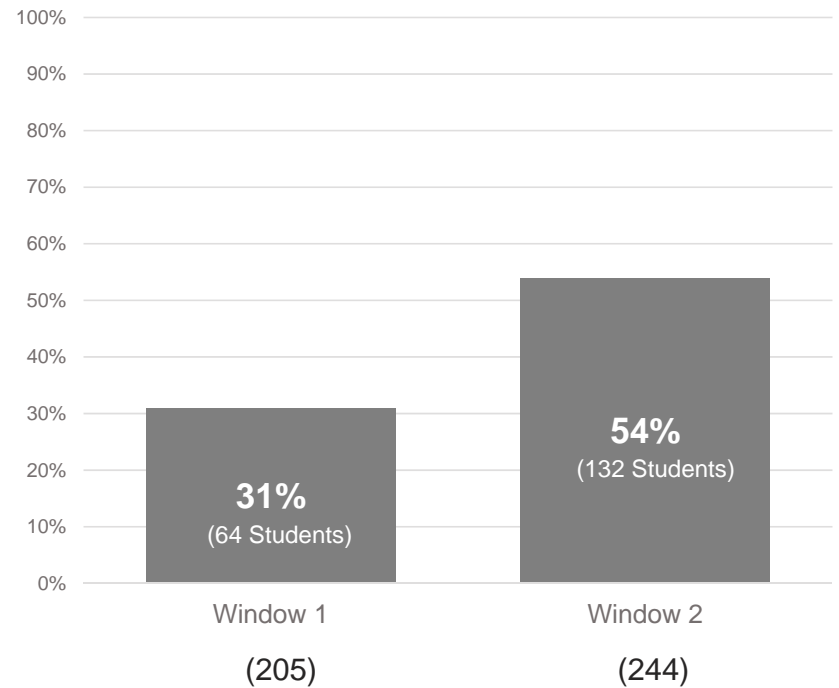
Los Padrinos STAR Data

Testing Participation Improvement

Reading

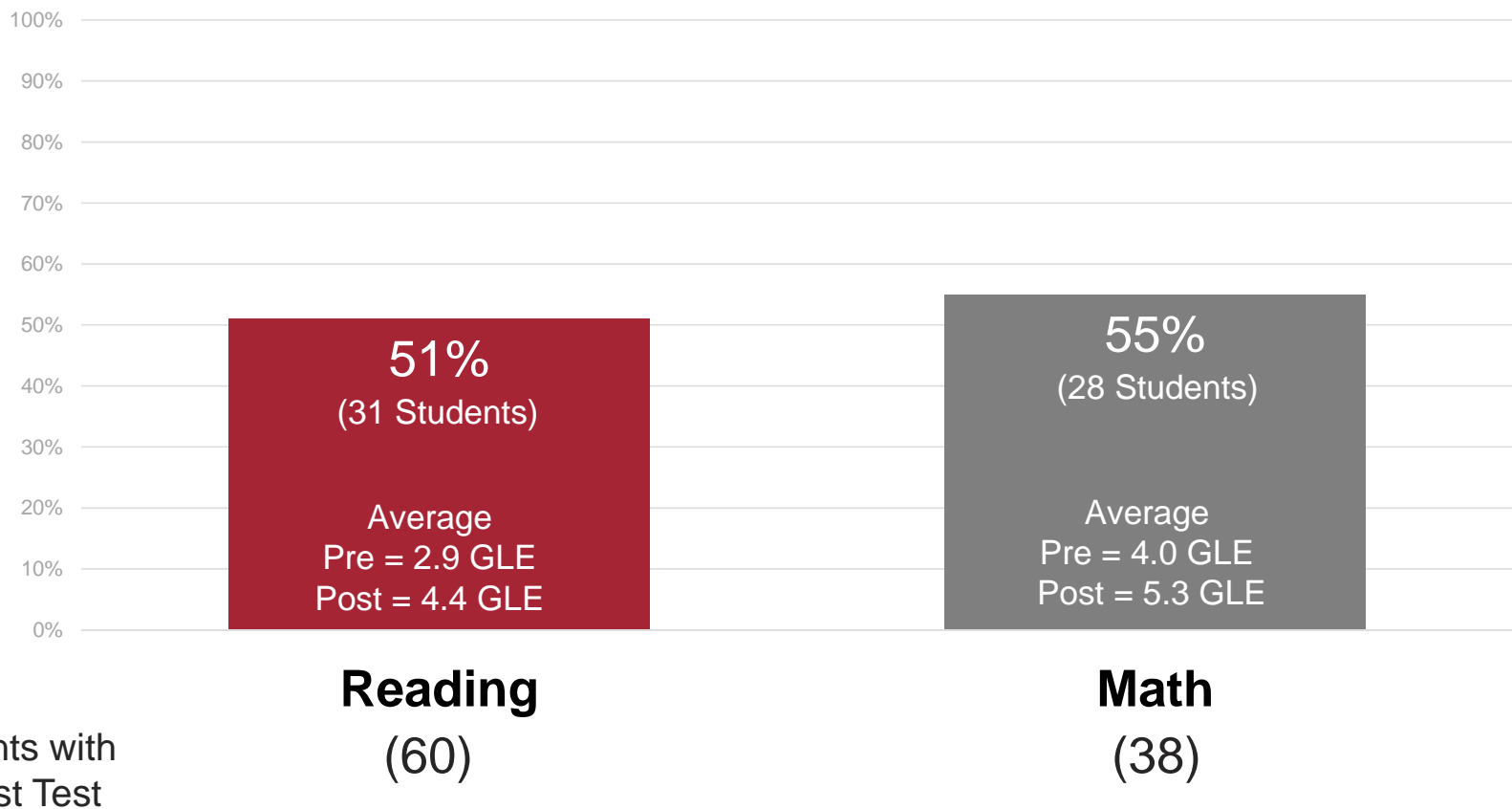


Math



Los Padrinos STAR Data

Student Improvement



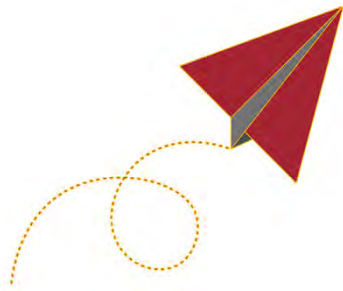
Los Padrinos Culture & Safety

1. Pin-Point & Radios
2. Morning Circles
3. PBIS Points & System
4. 1st Line of Response / Classroom teacher
5. Care Teams
6. Re-entry Conferences
7. Safety Committee
8. Strengthening Collaboration with Probation

Los Padrinos Culture & Safety



Student education progress report to judge in collaboration with probation
Start date week of 11/ 27



PBIS points daily and process for rewards.



Care team and response to incidents
Start Date 12/4



Weekly staff meeting with probation (Check-In)
Start date 11/8

Questions?

Board Meeting – November 14, 2023

Item V. Reports / Study Topics

C. Williams Legislation 2023 Annual Report on Findings for the 2022-23 School Visits and Monitoring (Enclosure)

Williams legislation directs and authorizes the Los Angeles County Superintendent of Schools to visit and monitor identified schools across the county to ensure that all students have equal access to the basics of a quality education: textbooks, safe and clean school facilities, and qualified teachers. District and school data are presented for the 2022-23 academic year, the first year of the current cohort of identified schools.

Ms. Dina Wilson, Director III of Accountability, Support, and Monitoring will present the report. Williams' unit managers, responsible for facilities, instructional materials, and teacher assignment and monitoring, are available to respond to questions.

WILLIAMS LEGISLATION

Findings of School Visits and Monitoring

2023 Annual Report

(Covering Inspections and Monitoring in the 2022-23 School Year)

to the

Los Angeles County Board of Education

Presented by

Debra Duardo, M.S.W., Ed.D.

Los Angeles County Superintendent of Schools



**Los Angeles County
Office of Education**

Serving Students ■ Supporting Communities ■ Leading Educators

WILLIAMS LEGISLATION

Findings of School Visits and Monitoring

2023 Annual Report

(Covering Inspections and Monitoring in the 2022-23 School Year)
to the

Los Angeles County Board of Education

Yvonne Chan, Ed.D., President

Stanley L. Johnson, Jr., Ph.D., Vice President

James Cross, Board Member

Andrea Foggy-Paxton, Board Member

Betty Forrester, Board Member

Theresa Montaña, Ed.D., Board Member

Monte E. Perez, Ph.D., Board Member



**Los Angeles County
Office of Education**

Serving Students ▪ Supporting Communities ▪ Leading Educators

**Debra Duardo, M.S.W., Ed.D.
Superintendent**

Los Angeles County Superintendent of Schools

2023 Annual Report to the Los Angeles County Board of Education
(Covering inspections and monitoring in the 2022-23 school year)

Contents

Executive Summary	page 1
Countywide Findings of Visits and Monitoring:	
School Facility Conditions	page 5
Instructional Materials Sufficiency	page 7
Teacher Assignment Monitoring	page 9
Uniform Complaints Received	page 11
First District	
School Facility Conditions	page 12
Instructional Materials Sufficiency	page 19
Teacher Assignment Monitoring	page 26
Uniform Complaints Received	page 33
Second District	
School Facility Conditions	page 36
Instructional Materials Sufficiency	page 44
Teacher Assignment Monitoring	page 52
Uniform Complaints Received	page 60
Third District	
School Facility Conditions	page 63
Instructional Materials Sufficiency	page 66
Teacher Assignment Monitoring	page 69
Uniform Complaints Received	page 72
Fourth District	
School Facility Conditions	page 75
Instructional Materials Sufficiency	page 79
Teacher Assignment Monitoring	page 83
Uniform Complaints Received	page 87
Fifth District	
School Facility Conditions	page 90
Instructional Materials Sufficiency	page 96
Teacher Assignment Monitoring	page 102
Uniform Complaints Received	page 108



WILLIAMS Legislation

Los Angeles County Superintendent of Schools

2022-2023 Annual Report to the Los Angeles County Board of Education (Covering inspections and monitoring in the 2022-23 school year)

Executive Summary

Introduction

The Los Angeles County Office of Education (LACOE), under the leadership and authority of the Los Angeles County Superintendent of Schools, Dr. Debra Duardo, visited and monitored low-performing schools across the county in 2022-2023 as required by the Williams legislation. These laws seek to ensure that all students have equal access to the basics of a quality education: textbooks, safe and clean school facilities, and qualified teachers.

Superintendent Duardo is committed to meeting the intent of the law by ensuring educational equity. LACOE's guiding principles in this endeavor have been to place the needs of students first, and to work in partnership with Local Education Agencies to identify and solve problems.

Background

Williams v. California is a class-action lawsuit filed in May 2000 claiming that the state's poorest children are being denied equal educational opportunities. Settlement of the lawsuit in August 2004 resulted in a package of laws, known as the "Williams legislation," aimed at identifying and correcting impediments to student academic success spelled out in the lawsuit.

The legislation seeks to ensure that:

- All students have access to standards-aligned instructional materials and textbooks.
- All students have access to school facilities that are clean, safe, and functional.
- Teachers hold the appropriate certification for their assignments and hold the necessary authorization to provide services to English Learners.

Scope of Effort in Los Angeles County

All schools in California are affected by requirements of the Williams legislation. However, focus has been placed on the schools eligible based on Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) status; and/or having fifteen percent or more of the school's teachers that do not possess a valid and clear or preliminary teaching credential were monitored during the 2022-2023 school year.

The list of schools subject to county superintendent review and monitoring is updated to reflect schools that were most recently identified for CSI and ATSI pursuant to the federal Every Student Succeeds Act. This report presents district and school data for the 2022-23 academic year, the first year of the cohort cycle.

Los Angeles County is home to approximately one-third of the students in the state who are the intended beneficiaries of Williams. In 2022-2023, this represents:



Los Angeles County
Office of Education

Serving Students • Supporting Communities • Leading Educators

WILLIAMS Legislation

- 183,471 students in 311 schools in 34 districts and 12 charter schools 92 across a 4,000-square-mile area.
- 161 elementary schools, 83 middle schools, and 67 high schools

The Williams legislation requires the county superintendent to:

- Conduct annual school visits, 25 percent of which must be unannounced, to determine instructional materials sufficiency and condition of facilities.
- Monitor whether teachers have proper classroom assignments and certifications.
- Verify whether the school has provided accurate data in its School Accountability Report Card relevant to instructional materials and facilities maintenance.
- Present quarterly and annual reports to the governing board of each school district, the County Board of Education, the County Board of Supervisors, and the State Superintendent of Public Instruction on the findings of the visits and monitoring.

Findings of Visits/Monitoring for 2022-2023

With the support and cooperation of school and district staff, LACOE visited and reviewed data for the eligible schools during the 2022-2023 school year. This report includes the findings of LACOE's inspections and data reviews conducted during this period. It includes a breakdown of school districts by county supervisorial district. Due to overlapping boundaries, school district data may be reported in more than one supervisorial district. Please note that the report does not provide information regarding actions taken by districts to correct problems or deficiencies as most items are resolved independently by the districts and their governing board.

Following is a countywide summary of findings:

Facilities

In 2022-23, LACOE conducted inspections at 309 school sites to determine if facilities were clean, safe, and functional. The Facility Inspection Tool (FIT) was used to calculate an overall percentage of good repair for each school site with 98.06% scoring in the "Exemplary" and "Good" condition categories.

Legislation requires seventy-five percent of facility visits to be scheduled with advance notice and twenty-five percent of visits to be unannounced. For announced visits, districts are notified two weeks in advance and the schedule is posted on the LACOE website. The inspector reviews approximately fifty percent of the classrooms at the school site, and all common areas and restrooms, using the FIT to document deficiencies. If a condition exists that may pose an emergency or urgent threat to the health or safety of students and staff, it is documented as an Extreme Deficiency and must be remedied within 30 days; verified with a Follow-Up Inspection and an update to the FIT. Inspectors used an electronic tablet to record observations.

Once an inspection is complete, a school administrator and the district are provided with an electronic copy of the LACOE FIT by email which identifies deficiencies observed during the inspection and the status of any Extreme Deficiencies. A Summary of Ratings calculates the rating of the school using a mathematical formula.

If an Extreme Deficiency is corrected prior to the Follow-Up Inspection, the school rating is revised and only the revised score is reported on the annual report, however all Extreme Deficiencies are identified on the annual report. Of the 309 schools inspected, the results indicate:



WILLIAMS Legislation

- 101 schools in “Exemplary” condition (32.7 percent)
- 202 schools in “Good” condition (65.4 percent)
- 5 schools in “Fair” condition (1.6 percent)
- 1 schools in “Poor” condition (0.3 percent)

Re-inspections are available for schools with a Fair or Poor rating on their first inspection. These inspections are treated as a new inspection with a different inspector. The re-inspection rating is the final rating reflected in the annual report.

Textbook Sufficiency

LACOE reviewed teacher survey data from schools to determine whether each student, including English learners, had standards-aligned textbooks or instructional materials, or both, to use in class and to take home. Sufficiency was reviewed for the following subjects: mathematics, science, history-social science, English/language arts, world (foreign) language and health education. Science laboratory equipment sufficiency was reviewed for grades 9 through 12. In some cases, schools were surveyed prior to the actual visits through the use of teacher questionnaires.

Of the 311 schools reviewed and visited, all schools (100 percent) were found to have sufficient instructional materials.

LACOE continues its outreach efforts to inform school site and district administrators of the expectations regarding instructional materials. A Williams Instructional Materials website provides information to assist school and district personnel in achieving a compliant textbook review. School and district personnel indicated the outreach assisted their efforts to provide sufficient materials for all students.

Teacher Assignment

In the Commission on Teacher Credentialing’s (CTC) California Statewide Assignment Accountability System (CaSAAS), 311 identified Williams schools were monitored by LACOE and monitoring authorities of district-approved charter schools. The results of monitoring found:

- 39,733 number of EL students
- 1,074 number of vacancies
- 168 number of EL misassignment
- 888 number of non-EL misassignment

SARC

California public schools are required to prepare annual School Accountability Report Cards (SARCs), which provide important information about each school and communicate a school’s progress in achieving its goals. The Williams legislation added new reporting requirements to all SARCs beginning with those published in the 2004-05 school year. These reporting requirements include any needed maintenance to ensure good repair of facilities and availability of sufficient textbooks or instructional materials.

As required by the Williams legislation, LACOE reviewed all SARCs to verify whether schools provided accurate data relevant to facilities maintenance and textbook sufficiency in their reports published in 2022-2023.



WILLIAMS Legislation

Uniform Complaint Procedures

The Williams legislation requires all school districts and county offices of education to use the Uniform Complaint Procedures to help identify and resolve textbook shortages, teacher vacancies, mis-assignments, and emergency or urgent facilities conditions. Every public school classroom (including those operated by LACOE) must post a notice advising parents and guardians about their complaint rights. Complaint forms must be available in the school, district office, and on the district's website.

All 79 Los Angeles County school districts and schools operated by the Office of Education must provide the county superintendent with a quarterly summary of the number of complaints and number of complaints resolved. A countywide summary of the information provided to LACOE is included in this report. Please note that schools and districts are responsible for monitoring and enforcing the resolution of Williams-related complaints.

Following is a countywide summary of the number of Williams-related complaints reported to LACOE:

July – September 2022:

- Total number of complaints: 161
- Total number of complaints resolved: 116
- Total number of complaints unresolved: 45

October – December 2022:

- Total number of complaints: 43
- Total number of complaints resolved: 39
- Total number of complaints unresolved: 4

January – March 2023:

- Total number of complaints: 187
- Total number of complaints resolved: 179
- Total number of complaints unresolved: 8

April – June 2023:

- Total number of complaints: 35
- Total number of complaints resolved: 29
- Total number of complaints unresolved: 6

Report Availability

This annual report will be posted in December 2023 on the Internet at www.lacoe.edu/williams.



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

LACOE WILLIAMS - Summary Statistics for 2022-2023

Districts and Charter School Authorizers			School Visit Determinations					School Facility Conditions and Extreme Deficiencies	
Districts	Number of Schools	2022-2023 Enrollment¹	School Rating²				Number of Schools with Extreme Deficiencies³	Number of Schools with All Extreme Deficiencies Corrected at Time of Follow Up Visit⁴	
			E	G	F	P			
ABC Unified	1	297	1						
Acton-Agua Dulce Authorized Charters ⁵	2	1,239	2						
Antelope Valley Union High	4	8,555		4					
Antelope Valley Union High Authorized Charter	1	665		1					
Azusa Unified	1	384	1						
Baldwin Park Unified	1	1,752		1					
Centinela Valley Union High	1	1,921	1						
Compton Unified	2	809		2					
Compton Unified Authorized Charter School ⁵	5	1,887	1	4			1	1	
Downey Unified	1	585		1					
Duarte Unified Authorized Charter	1	945		1					
Eastside Union	3	2,006	1	1					
El Monte City	1	319		1					
El Monte Union High	1	1,300		1					
El Rancho Unified	1	367	1						
Glendale Unified	1	1,978		1					
Gorman	1	83		1					
Hacienda La Puente Unified	2	1,311		2					
Inglewood Unified	4	1,594		4					
Inglewood Unified Authorized Charter School	1	70		1					
Keppel Union	3	1,449		2		1	1	0	
Lancaster	13	8,812	1	11	1		1	0	
Lancaster Authorized Charter ⁵	2	1,017	1	1					
Lennox Authorized Charter	1	452		1					

Legend, Footnotes & Explanations

1 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

2 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

3 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff. This column reflects the number of schools where extreme deficiencies were identified during the initial 2022-2023 Williams facilities inspection.

4 - Schools identified with extreme deficiencies were visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies. This column reflects the number of schools where all of the extreme deficiencies originally identified were corrected at the time of a follow-up visit.

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2022-2023

Districts and Charter School Authorizers			School Visit Determinations					School Facility Conditions and Extreme Deficiencies	
Districts	Number of Schools	2022-2023 Enrollment¹	School Rating²				Number of Schools with Extreme Deficiencies³	Number of Schools with All Extreme Deficiencies Corrected at Time of Follow Up Visit⁴	
			E	G	F	P			
Long Beach Unified	16	12,872	3	13					
Los Angeles County Authorized Charters ⁵	3	914		3			2	2	
Los Angeles Unified	108	60,598	56	51	1				
Los Angeles Unified Authorized Charters ⁵	71	26,810	18	53			4	4	
Los Nietos	1	258		1			4	4	
Lynwood Unified	4	2,077	1	1	2				
Monrovia Unified	2	1,014		2			1	0	
Montebello Unified	3	3,606	2	1			1	1	
Mountain View	1	682		1					
Newhall	1	492		1					
Palmdale	14	8,953	1	13					
Paramount Unified	2	1,077	2				1	1	
Pasadena Unified	9	5,141	2	6	1				
Pasadena Unified Authorized Charters ⁵	2	374		2			1	0	
Pomona Unified	6	4,005		6					
Rosemead Unified	1	517		1			1	1	
Rowland Unified	1	375	1						
Rowland Unified Authorized Charter	1	1,289	1						
West Covina Unified Authorized Charter	1	5,407	1						
Westside Union	6	4,066	3	3					
Whittier Union High	1	1,767		1					
Williams S. Hart Union High Authorized Charter	1	766		1					
Wilsona	1	573		1					
California State Board of Education Authorized Charter	1	41							
Los Angeles County Totals	311	170,599	101	202	5	1	18	14	

Legend, Footnotes & Explanations

1 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

2 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

3 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff. This column reflects the number of schools where extreme deficiencies were identified during the initial 2022-2023 Williams facilities inspection.

4 - Schools identified with extreme deficiencies were visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies. This column reflects the number of schools where all of the extreme deficiencies originally identified were corrected at the time of a follow-up visit.

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2022-2023

Districts and Charter School Authorizers ¹			School Review Determinations Sufficiency of Instructional Materials ²											
Districts	No. of Schools	2022-2023 Enrollment³	No. of Schools Sufficient	No. of Schools Insufficient	% of Schools Sufficient	Insufficiencies per Subject⁴							Total Insufficiencies	
						ELA	MAT	SCI	HSS	FL	HLT	LAB		
ABC Unified	1	297	1	0	100.00%									
Acton-Agua Dulce Authorized Charters ⁵	2	1,239	2	0	100.00%									
Antelope Valley Union High	4	8,555	4	0	100.00%									
Antelope Valley Union High Authorized Charter	1	665	1	0	100.00%									
Azusa Unified	1	384	1	0	100.00%									
Baldwin Park Unified	1	1,752	1	0	100.00%									
Centinela Valley Union High	1	1,921	1	0	100.00%									
Compton Unified	2	809	2	0	100.00%									
Compton Unified Authorized Charter Schools ⁵	5	1,887	5	0	100.00%									
Downey Unified	1	585	1	0	100.00%									
Duarte Unified Authorized Charter	1	945	1	0	100.00%									
Eastside Union	3	2,006	3	0	100.00%									
El Monte City	1	319	1	0	100.00%									
El Monte Union High	1	1,300	1	0	100.00%									
El Rancho Unified	1	367	1	0	100.00%									
Glendale Unified	1	1,978	1	0	100.00%									
Gorman	1	83	1	0	100.00%									
Hacienda La Puente Unified	2	1,311	2	0	100.00%									
Inglewood Unified	4	1,594	4	0	100.00%									
Inglewood Unified Authorized Charter School	1	70	1	0	100.00%									
Keppel Union	3	1,449	3	0	100.00%									
Lancaster	13	8,812	13	0	100.00%									
Lancaster Authorized Charter Schools ⁵	2	1,017	2	0	100.00%									
Lennox Authorized Charter	1	452	1	0	100.00%									

Legend, Footnotes & Explanations

1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.

2 - County Offices of Education visit and review a minimum of 20% of the classrooms to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), and Science Laboratory Equipment (LAB).

3 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2022.

4 - Reported number of students that did not have "sufficient" standards-aligned instructional materials in four core subject areas: English language arts (ELA), mathematics (MAT), science (SCI), history/social science (HSS), foreign language (FL), health (HLT) subject areas and for science laboratory equipment in grades 9-12 (LAB).

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2022-2023

Districts and Charter School Authorizers ¹			School Review Determinations Sufficiency of Instructional Materials ²											
Districts	No. of Schools	2022-2023 Enrollment³	No. of Schools Sufficient	No. of Schools Insufficient	% of Schools Sufficient	Insufficiencies per Subject⁴							Total Insufficiencies	
						ELA	MAT	SCI	HSS	FL	HLT	LAB		
Long Beach Unified	16	12,872	16	0	100.00%									
Los Angeles County Authorized Charters ⁵	3	914	3	0	100.00%									
Los Angeles Unified	108	60,598	108	0	100.00%									
Los Angeles Unified Authorized Charters ⁵	71	26,810	71	0	100.00%									
Los Nietos	1	258	1	0	100.00%									
Lynwood Unified	4	2,077	4	0	100.00%									
Monrovia Unified	2	1,014	2	0	100.00%									
Montebello Unified	3	3,606	3	0	100.00%									
Mountain View	1	682	1	0	100.00%									
Newhall	1	492	1	0	100.00%									
Palmdale	14	8,953	14	0	100.00%									
Paramount Unified	2	1,077	2	0	100.00%									
Pasadena Unified	9	5,141	9	0	100.00%									
Pasadena Unified Authorized Charters ⁵	2	374	2	0	100.00%									
Pomona Unified	6	4,005	6	0	100.00%									
Rosemead Unified	1	517	1	0	100.00%									
Rowland Unified	1	375	1	0	100.00%									
Rowland Unified Authorized Charter	1	1,289	1	0	100.00%									
West Covina Unified Authorized Charter	1	5,407	1	0	100.00%									
Westside Union	6	4,066	6	0	100.00%									
Whittier Union High	1	1,767	1	0	100.00%									
Williams S. Hart Union High Authorized Charter	1	766	1	0	100.00%									
Wilsona	1	573	1	0	100.00%									
California State Board of Education Authorized Charter	1	41	1	0	100.00%									
Los Angeles County Totals	311	183,471	311	0		0	0	0	0	0	0	0	0	0

Legend, Footnotes & Explanations

1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.

2 - County Offices of Education visit and review a minimum of 20% of the classrooms to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), and Science Laboratory Equipment (LAB).

3 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

4 - Reported number of students that did not have "sufficient" standards-aligned instructional materials in four core subject areas: English language arts (ELA), mathematics (MAT), science (SCI), history/social science (HSS), foreign language (FL), health (HLT) subject areas and for science laboratory equipment in grades 9-12 (LAB).

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2022-2023

Districts and Charter School Authorizers¹			Teacher Assignments Monitored²			
			Number of EL Students⁴	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Districts	Number of Schools	2022-2023 Enrollment³				
ABC Unified	1	297	55	0	0	0
Acton-Agua Dulce Authorized Charters ⁵	2	1,239	48	0	3	30
Antelope Valley Union High	4	8,555	932	93	8	43
Antelope Valley Union High Authorized Charter	1	665	49	2	1	0
Azusa Unified	1	384	101	5	0	0
Baldwin Park Unified	1	1,752	131	0	0	5
Centinela Valley Union High	1	1,921	252	6	0	9
Compton Unified	2	809	208	11	2	17
Compton Unified Authorized Charter Schools ⁵	5	1,887	238	40	0	4
Downey Unified	1	585	119	3	0	3
Duarte Unified Authorized Charter	1	945	9	0	16	20
Eastside Union	3	2,006	373	6	2	3
El Monte City	1	319	109	0	0	0
El Monte Union High	1	1,300	313	0	0	11
El Rancho Unified	1	367	111	0	0	2
Glendale Unified	1	1,978	535	0	1	3
Gorman	1	83	20	0	0	0
Hacienda La Puente Unified	2	1,311	262	8	0	2
Inglewood Unified	4	1,594	465	11	3	11
Inglewood Unified Authorized Charter School	1	70	3	0	5	8
Keppel Union	3	1,449	538	9	0	3
Lancaster	13	8,812	1,343	27	3	28
Lancaster Authorized Charter Schools ⁵	2	1,017	52	1	1	3
Lennox Authorized Charter	1	452	95	9	3	23

Legend, Footnotes & Explanations

1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.

2 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

3 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

4 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2022-2023

Districts and Charter School Authorizers¹			Teacher Assignments Monitored²			
			Number of EL Students⁴	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Districts	Number of Schools	2022-2023 Enrollment³				
Long Beach Unified	16	12,872	3,026	24	9	111
Los Angeles County Authorized Charters ⁵	3	914	184	6	5	29
Los Angeles Unified	108	60,598	16,315	334	28	243
Los Angeles Unified Authorized Charters ⁵	71	26,810	5,835	302	49	158
Los Nietos	1	258	52	0	0	0
Lynwood Unified	4	2,077	546	0	0	3
Monrovia Unified	2	1,014	179	0	0	1
Montebello Unified	3	3,606	1,133	5	1	30
Mountain View	1	682	275	2	0	0
Newhall	1	492	201	0	0	0
Palmdale	14	8,953	2,050	40	8	21
Paramount Unified	2	1,077	307	0	0	4
Pasadena Unified	9	5,141	990	51	5	22
Pasadena Unified Authorized Charters ⁵	2	374	22	14	4	7
Pomona Unified	6	4,005	855	45	0	7
Rosemead Unified	1	517	120	0	0	1
Rowland Unified	1	375	149	0	0	0
Rowland Unified Authorized Charter	1	1,289	84	0	0	0
West Covina Unified Authorized Charter	1	5,407	362	0	4	4
Westside Union	6	4,066	304	5	2	7
Whittier Union High	1	1,767	173	0	1	8
Williams S. Hart Union High Authorized Charter	1	766	36	10	3	0
Wilsona	1	573	166	5	1	4
California State Board of Education Authorized Charter	1	41	8	0	0	0
Los Angeles County Totals	311	183,471	39,733	1,074	168	888

Legend, Footnotes & Explanations

- 1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.
- 2 - Teacher Assignment data as reported in the CalSAAS system in November 2023.
- 3 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 4 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - UCP Summary Statistics for 2022-2023

All Districts ²	UCP - ALL WILLIAMS RELATED COMPLAINTS RECEIVED AND RESOLVED ¹							
	Instructional Materials		Facilities		Teacher Vacancies and Misassignmnets		TOTAL	
	Received	Resolved	Received	Resolved	Received	Resolved	Received	Resolved
First Quarter	2	2	147	112	12	2	161	116
Second Quarter	3	3	33	31	7	5	43	39
Third Quarter	3	3	172	167	12	9	187	179
Fourth Quarter	1	1	32	28	2	0	35	29
2022-2023 TOTAL	9	9	384	338	33	16	426	363

Legend, Footnotes & Explanations

1- Williams-related complaints received and resolved data provided by school districts.

2- All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Azusa Unified								
Magnolia Elem.	K-5	384	U	9/12/2022	E			
Azusa Unified Total	1	384						
Baldwin Park Unified								
Sierra Vista High	9-12	1,752		9/7/2022	G			
Baldwin Park Unified Total	1	1,752						
El Monte City								
Rio Vista Elementary	K-6	319		8/31/2022	G			
El Monte City Total	1	319						
El Monte Union High								
South El Monte High	9-12	1,300		9/27/2022	G			
El Monte Union High Total	1	1,300						
Hacienda La Puente Unified								
La Puente High	9-12	960		8/18/2022	G			
Sparks Middle	7-8	351		8/16/2022	G	Exposed electrical wires with voltage present.	8/26/2022	Resolved
Hacienda La Puente Unified Total	2	1,311						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Los Angeles Unified⁵								
Albion Street Elementary	K-6	145		10/19/2022	E			
Annandale Elementary	K-5	118	U	11/30/2022	E			
Aragon Avenue Elementary	K-5	200		10/19/2022	G	Fire extinguishers are expired campus-wide.	12/15/2022	Resolved
Belmont Senior High	9-12	599		10/20/2022	E			
Bushnell Way Elementary	K-5	181		10/10/2022	E			
Lake Street Primary	K-1	118		2/8/2023	E			
Lexington Avenue Primary Center	K-2	95	U	1/27/2023	E			
Richard Riordan Primary Center	K-4	127	U	10/10/2022	E			
Robert Louis Stevenson College and Career Preparatory	6-8	876		12/7/2022	E			
Rosemont Avenue Elementary	2-5	185		11/9/2022	E			
Solano Avenue Elementary	K-6	183		10/19/2022	G			
Theodore Roosevelt Senior High	9-12	1,528		10/6/2022	G			
Los Angeles Unified Subtotal⁵	12	4,355						
Montebello Unified⁵								
La Merced Intermediate	6-8	848		10/5/2022	E			
Montebello High	9-12	2,054	U	3/22/2023	G			
Montebello Unified Subtotal⁵	2	2,902						
Mountain View								
Twin Lakes Elementary	1-8	682		2/15/2023	G			
Mountain View Total	1	682						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School districts "residing" in more than one supervisorial boundary. Montebello Unified (I and IV), Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Pomona Unified								
Barfield Elementary	K-6	297		8/24/2022	G			
Diamond Ranch High	9-12	1,547		12/1/2022	G			
Emerson Middle	6-8	703		8/24/2022	G			
Fremont Academy of Engineering and Design	7-12	719	U	9/12/2022	G			
Lincoln Elementary	K-6	299		10/3/2022	G			
Marshall Middle	6-8	440		10/3/2022	G	Fire extinguishers are expired campus-wide.	11/17/22	Resolved
Pomona Unified Total	6	4,005						
Rosemead Unified								
Muscatel Middle	7-8	517		8/31/2022	G			
Rosemead Unified Total	1	517						
Rowland Unified								
Northam Elementary	K-6	375	U	2/15/2023	E			
Rowland Unified Total	1	375						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Alliance College-Ready Middle Academy 8								
Alliance College-Ready Middle Academy 8	6-8	407	U	1/30/2023	G			
Total	1	407						
Animo Compton Charter								
Animo Compton Charter	9-12	319		11/28/2022	G			
Total	1	319						
Arts in Action Community Middle								
Arts in Action Community Middle	6-8	255		11/14/2022	G			
Total	1	255						
California Creative Learning Academy MS								
California Creative Learning Academy MS	6-8	122		1/11/2023	G			
Total	1	122						
California Virtual Academy at Los Angeles								
California Virtual Academy at Los Angeles	K-12	5,407		9/29/2022	E			
Total	1	5,407						
Citizens of the World Charter School Silver Lake								
Citizens of the World Charter School Silver Lake	K-8	715		2/27/2023	G			
Total	1	715						
Collegiate Charter High School of Los Angeles								
Collegiate Charter High School of Los Angeles	9-12	162		12/7/2022	G			
Total	1	162						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Ednovate - Brio College Prep								
Ednovate - Brio College Prep	9-12	484		2/14/2023	G			
Total	1	484						
Ednovate - East College Prep								
Ednovate - East College Prep	9-12	350	U	2/6/2023	E			
Total	1	350						
Ednovate - Esperanza College Prep								
Ednovate - Esperanza College Prep	9-12	494		1/25/2023	E			
Total	1	494						
Ednovate - South LA College Prep								
Ednovate - South LA College Prep	9-11	327		3/20/2023	G			
Total	1	327						
El Rio Community								
El Rio Community	K-5	203		11/7/2022	G			
Total	1	203						
Equitas Academy 4								
Equitas Academy 4	5-8	390	U	2/10/2023	E			
Total	1	390						
IQ Academy California - Los Angeles								
IQ Academy California - Los Angeles	K-12	1,289		9/29/2022	E			
Total	1	1,289						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
KIPP Iuminar Academy								
KIPP Iuminar Academy	K-4	560		1/25/2023	E			
Total	1	560						
KIPP Los Angeles College Preparatory								
KIPP Los Angeles College Preparatory	5-8	513	U	2/6/2023	G			
Total	1	513						
KIPP Sol Academy								
KIPP Sol Academy	5-8	494		1/25/2023	G			
Total	1	494						
Los Angeles College Prep Academy								
Los Angeles College Prep Academy	9-12	41		-				
Total	1	41						
Para Los Niños - Evelyn Thurman Gratts Primary								
Para Los Niños - Evelyn Thurman Gratts Primary	K-2	160	U	2/15/2023	G			
Total	1	160						
Para Los Niños Middle								
Para Los Niños Middle	6-8	298	U	2/10/2023	E			
Total	1	298						
PUC Early College Academy for Leaders and Scholars (ECALS)								
PUC Early College Academy for Leaders and Scholars (ECALS)	9-12	199	U	2/8/2023	G			
Total	1	199						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Puente Charter								
Puente Charter	K-5	297		11/7/2022	G			
Total	1	297						
Rise Kohyang Elementary								
Rise Kohyang Elementary	K-3	185		3/2/2023	G			
Total	1	185						
University Preparatory Value High								
University Preparatory Value High	9-12	485		2/15/2023	G			
Total	1	485						
Vista Charter Middle								
Vista Charter Middle	6-8	354	U	1/11/2023	G			
Total	1	354						
1st Supervisorial Totals	54	32,412						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Azusa Unified												
Magnolia Elementary	K-6	384	U	Y								
Azusa Unified Total		1	384									
Baldwin Park Unified												
Sierra Vista High	9-12	1,752		Y								
Baldwin Park Unified Total		1	1,752									
El Monte City												
Rio Vista Elementary	K-6	319		Y								
El Monte City Total		1	319									
El Monte Union High												
South El Monte High	9-12	1,300		Y								
El Monte Union High Total		1	1,300									
Hacienda La Puente Unified												
La Puente High	9-12	960		Y								
Sparks Middle	7-8	351	U	Y								
Hacienda La Puente Unified Total		2	1,311									

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Los Angeles Unified ³												
Albion Street Elementary	K-6	145		Y								
Annandale Elementary	K-5	118	U	Y								
Aragon Avenue Elementary	K-5	200		Y								
Belmont Senior High	9-12	599		Y								
Bushnell Way Elementary	K-5	181		Y								
Lake Street Primary	K-1	118		Y								
Lexington Avenue Primary Center	K-2	95	U	Y								
Richard Riordan Primary Center	K-4	127	U	Y								
Robert Louis Stevenson College and Career Preparatory	6-8	876		Y								
Rosemont Avenue Elementary	2-5	185		Y								
Solano Avenue Elementary	K-6	183		Y								
Theodore Roosevelt Senior High	9-12	1,528		Y								
Los Angeles Unified Subtotal³	12	4,355										
Montebello Unified ³												
La Merced Intermediate	6-8	848	U	Y								
Montebello High	9-12	2,054		Y								
Montebello Unified Subtotal³	2	2,902										
Mountain View												
Twin Lakes Elementary	1-8	682		Y								
Mountain View Total	1	682										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

3 - School districts "residing" in more than one supervisorial boundary. These include, Los Angeles (I, II, III, IV, and V), Montebello Unified (I and IV).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Pomona Unified												
Barfield Elementary	K-6	297		Y								
Diamond Ranch High	9-12	1,547	U	Y								
Emerson Middle	6-8	703		Y								
Fremont Academy of Engineering and Design	7-12	719	U	Y								
Lincoln Elementary	K-6	299		Y								
Marshall Middle	6-8	440		Y								
Pomona Unified Total	6	4,005										
Rosemead Unified												
Muscatel Middle	7-8	517	U	Y								
Rosemead Unified Total	1	517										
Rowland Unified												
Northam Elementary	K-6	375	U	Y								
Rowland Unified Total	1	375										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Alliance College-Ready Middle Academy 8												
Alliance College-Ready Middle Academy 8	6-8	407	U	Y								
Total	1	407										
Animo Compton Charter												
Animo Compton Charter	6-11	319		Y								
Total	1	319										
Arts in Action Community Middle												
Arts in Action Community Middle	6-8	255		Y								
Total	1	255										
California Creative Learning Academy MS												
California Creative Learning Academy MS	6-8	122		Y								
Total	1	122										
California Virtual Academy at Los Angeles												
California Virtual Academy at Los Angeles	K-12	5,407		Y								
Total	1	5,407										
Citizens of the World Charter School Silver Lake												
Citizens of the World Charter School Silver Lake	K-8	715		Y								
Total	1	715										
Collegiate Charter High School of Los Angeles												
Collegiate Charter High School of Los Angeles	9-12	162		Y								
Total	1	162										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Ednovate - Brio College Prep												
Ednovate - Brio College Prep	9-12	484		Y								
Total	1	484										
Ednovate - East College Prep												
Ednovate - East College Prep	9-12	350	U	Y								
Total	1	350										
Ednovate - Esperanza College Prep												
Ednovate - Esperanza College Prep	9-12	494		Y								
Total	1	494										
Ednovate - South LA College Prep												
Ednovate - South LA College Prep	9-11	327		Y								
Total	1	327										
El Rio Community												
El Rio Community	K-5	203		Y								
Total	1	203										
Equitas Academy 4												
Equitas Academy 4	5-8	390	U	Y								
Total	1	390										
IQ Academy California - Los Angeles												
IQ Academy California - Los Angeles	K-12	1,289		Y								
Total	1	1,289										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
KIPP Iluminar Academy												
KIPP Iluminar Academy	K-4	560		Y								
Total	1	560										
KIPP Los Angeles College Preparatory												
KIPP Los Angeles College Preparatory	5-8	513	U	Y								
Total	1	513										
KIPP Sol Academy												
KIPP Sol Academy	5-8	494		Y								
Total	1	494										
Los Angeles College Prep Academy												
Los Angeles College Prep Academy	9-12	41		Y								
Total	1	41										
Para Los Niños - Evelyn Thurman Gratts Primary												
Para Los Niños - Evelyn Thurman Gratts Primary	K-2	160	U	Y								
Total	1	160										
Para Los Niños Middle												
Para Los Niños Middle	6-8	298	U	Y								
Total	1	298										
PUC Early College Academy for Leaders and Scholars (ECALS)												
PUC Early College Academy for Leaders and Scholars (ECALS)	9-12	199	U	Y								
Total	1	199										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Puente Charter												
Puente Charter	K-5	297		Y								
Total	1	297										
Rise Kohyang Elementary												
Rise Kohyang Elementary	K-3	185		Y								
Total	1	185										
University Preparatory Value High												
University Preparatory Value High	9-12	485		Y								
Total	1	485										
Vista Charter Middle												
Vista Charter Middle	6-8	354	U	Y								
Total	1	354										
1st Supervisorial Totals		54	32,412									

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

First Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Azusa Unified						
Magnolia Elementary	K-6	384	101	5	0	0
Azusa Unified Total	1	384	101	5	0	0
Baldwin Park Unified						
Sierra Vista High	9-12	1,752	131	0	0	5
Baldwin Park Unified Total	1	1,752	131	0	0	5
El Monte City						
Rio Vista Elementary	K-6	319	109	0	0	0
El Monte City Total	1	319	109	0	0	0
El Monte Union High						
South El Monte High	9-12	1,300	313	0	0	11
El Monte Union High Total	1	1,300	313	0	0	11
Hacienda La Puente Unified						
La Puente High	9-12	960	178	8	0	2
Sparks Middle	7-8	351	84	0	0	0
Hacienda La Puente Unified Total	2	1,311	262	8	0	2

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

First Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Los Angeles Unified⁴						
Albion Street Elementary	K-6	145	47	0	0	0
Annandale Elementary	K-5	118	22	0	0	0
Aragon Avenue Elementary	K-5	200	69	0	0	0
Belmont Senior High	9-12	599	312	7	0	0
Bushnell Way Elementary	K-5	181	22	0	0	0
Lake Street Primary	K-1	118	42	0	0	0
Lexington Avenue Primary Center	K-2	95	50	0	0	0
Richard Riordan Primary Center	K-4	127	40	0	1	1
Robert Louis Stevenson College and Career Preparatory	6-8	876	191	5	0	8
Rosemont Avenue Elementary	2-5	185	67	0	0	0
Solano Avenue Elementary	K-6	183	28	0	0	0
Theodore Roosevelt Senior High	9-12	1,528	167	0	2	3
Los Angeles Unified Subtotal⁴	12	4,355	1,057	12	3	12
Montebello Unified⁴						
La Merced Intermediate	6-8	848	248	0	0	12
Montebello High	9-12	2,054	556	0	1	18
Montebello Unified Subtotal⁴	2	2,902	804	0	1	30
Mountain View						
Twin Lakes Elementary	1-8	682	275	2	0	0
Mountain View Total	1	682	275	2	0	0

Legend, Footnotes & Explanations

- 1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 4- School districts "residing" in more than one supervisorial boundary. These include, Los Angeles Unified (I, II, III, IV, and V), Montebello Unified (I and IV).

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

First Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Pomona Unified						
Barfield Elementary	K-6	297	65	4	0	0
Diamond Ranch High	9-12	1,547	135	15	0	3
Emerson Middle	6-8	703	215	6	0	0
Fremont Academy of Engineering and Design	7-12	719	227	6	0	3
Lincoln Elementary	K-6	299	91	2	0	0
Marshall Middle	6-8	440	122	12	0	1
Pomona Unified Total	6	4,005	855	45	0	7
Rosemead Unified						
Muscatel Middle	7-8	517	120	0	0	1
Rosemead Unified	1	517	120	0	0	1
Rowland Unified						
Northam Elementary	K-6	375	149	0	0	0
Rowland Unified Total	1	375	149	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

First Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Alliance College-Ready Middle Academy 8						
Alliance College-Ready Middle Academy 8	6-8	407	89	6	0	1
Total	1	407	89	6	0	1
Animo Compton Charter						
Animo Compton Charter	6-11	319	56	29	0	3
Total	1	319	56	29	0	3
Arts in Action Community Middle						
Arts in Action Community Middle	6-8	255	81	0	0	0
Total	1	255	81	0	0	0
California Creative Learning Academy MS						
California Creative Learning Academy MS	6-8	122	17	4	1	0
Total	1	122	17	4	1	0
California Virtual Academy at Los Angeles						
California Virtual Academy at Los Angeles	K-12	5,407	362	0	4	4
Total	1	5,407	362	0	4	4
Citizens of the World Charter School Silver Lake						
Citizens of the World Charter School Silver Lake	K-8	715	110	4	2	19
Total	1	715	110	4	2	19
Collegiate Charter High School of Los Angeles						
Collegiate Charter High School of Los Angeles	9-12	162	50	0	0	0
Total	1	162	50	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

First Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Ednovate - Brio College Prep						
Ednovate - Brio College Prep	9-12	484	55	0	0	0
Total	1	484	55	0	0	0
Ednovate - East College Prep						
Ednovate - East College Prep	9-12	350	38	4	0	0
Total	1	350	38	4	0	0
Ednovate - Esperanza College Prep						
Ednovate - Esperanza College Prep	9-12	494	46	12	0	3
Total	1	494	46	12	0	3
Ednovate - South LA College Prep						
Ednovate - South LA College Prep	9-11	327	53	4	0	0
Total	1	327	53	4	0	0
El Rio Community						
El Rio Community	K-5	203	6	0	1	0
Total	1	203	6	0	1	0
Equitas Academy 4						
Equitas Academy 4	5-8	390	132	2	0	0
Total	1	390	132	2	0	0
IQ Academy California - Los Angeles						
IQ Academy California - Los Angeles	K-12	1,289	84	0	0	0
Total	1	1,289	84	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

First Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
KIPP Illuminar Academy						
KIPP Illuminar Academy	K-4	560	134	0	0	0
Total	1	560	134	0	0	0
KIPP Los Angeles College Preparatory						
KIPP Los Angeles College Preparatory	5-8	513	61	0	1	1
Total	1	513	61	0	1	1
KIPP Sol Academy						
KIPP Sol Academy	5-8	494	92	20	1	1
Total	1	494	92	20	1	1
Los Angeles College Prep Academy						
Los Angeles College Prep Academy	9-12	41	8	0	0	0
Total	1	41	8	0	0	0
Para Los Niños - Evelyn Thurman Gratts Primary						
Para Los Niños - Evelyn Thurman Gratts Primary	K-2	160	82	0	1	2
Total	1	160	82	0	1	2
Para Los Niños Middle						
Para Los Niños Middle	6-8	298	112	0	1	8
Total	1	298	112	0	1	8
PUC Early College Academy for Leaders and Scholars (ECALS)						
PUC Early College Academy for Leaders and Scholars (ECALS)	9-12	199	22	9	0	0
Total	1	199	22	9	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

First Supervisorial District			Teacher Assignment Monitored¹				
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment	
Puente Charter							
Puente Charter	K-5	297	87	0	0	0	
Total	1	297	87	0	0	0	
Rise Kohyang Elementary							
Rise Kohyang Elementary	K-3	185	80	0	0	0	
Total	1	185	80	0	0	0	
University Preparatory Value High							
University Preparatory Value High	9-12	485	76	0	1	1	
Total	1	485	76	0	1	1	
Vista Charter Middle							
Vista Charter Middle	6-8	354	96	1	5	9	
Total	1	354	96	1	5	9	
1st Supervisorial Totals		54	32,412	6205	167	22	120

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 FACILITIES - Uniform Complaints Received and Resolved

First Supervisorial District	Facilities Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Alhambra Unified	-	-	-	-	-	-	-	-	-	-
Azusa Unified	-	-	1	-	1	-	-	1	-	1
Baldwin Park Unified	3	1	1	-	5	3	1	1	-	5
Bassett Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina-Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	1	-	-	1	-	1	-	-	1
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Garvey	-	-	-	-	-	-	-	-	-	-
Hacienda La Puente Unified	1	-	-	-	1	1	-	-	-	1
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	92	22	111	15	240	92	22	111	15	240
Lynwood Unified	-	-	-	2	2	-	-	-	0	0
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	-	-	7	7	-	-	-	7	7
Mountain View	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	-	-	1	-	1	-	-	1	-	1
Pomona Unified	4	4	5	3	16	4	4	0	3	11
Rosemead	-	-	-	-	-	-	-	-	-	-
Rowland Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo	-	-	-	-	-	-	-	-	-	-
Walnut Valley Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Totals	100	28	119	27	274	100	28	114	25	267

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

First Supervisorial District	Instructional Materials Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Alhambra Unified	-	-	-	-	-	-	-	-	-	-
Azusa Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bassett Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina-Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	1	2	-	-	3	1	2	-	-	3
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Garvey	-	-	-	-	-	-	-	-	-	-
Hacienda La Puente Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	-	1	1	-	2	-	1	1	-	2
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Mountain View	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Pomona Unified	-	-	-	-	-	-	-	-	-	-
Rosemead	-	-	-	-	-	-	-	-	-	-
Rowland Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo	-	-	-	-	-	-	-	-	-	-
Walnut Valley Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Totals	1	3	1	0	5	1	3	1	0	5

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

First Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Alhambra Unified	-	-	-	-	-	-	-	-	-	-
Azusa Unified	-	3	-	-	3	-	3	-	-	3
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bassett Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina-Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Garvey	-	-	-	-	-	-	-	-	-	-
Hacienda La Puente Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	2	-	1	-	3	2	-	0	-	2
Los Angeles Unified	-	1	4	-	5	-	1	4	-	5
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	1	-	-	1	-	1	-	-	1
Mountain View	6	2	2	2	12	0	0	0	0	0
Pasadena Unified	3	-	-	-	3	0	-	-	-	0
Pomona Unified	-	-	-	-	-	-	-	-	-	-
Rosemead	-	-	-	-	-	-	-	-	-	-
Rowland Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo	-	-	-	-	-	-	-	-	-	-
Walnut Valley Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Whittier Union High	-	-	-	-	-	-	-	-	-	-
Totals	11	7	7	2	27	2	5	4	0	11

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Centinela Valley Union High								
Lawndale High	9-12	1,921		10/25/2022	E			
Centinela Valley Union High Total	1	1,921						
Compton Unified								
Bursh Elementary	K-8	378		9/13/2022	G			
Davis Middle	6-8	431		9/13/2022	G			
Compton Unified Total	2	809						
Inglewood Unified								
Crozier Middle	7-8	306		12/12/2022	G			
Kelso (William H.) Elementary	K-6	391	U	12/12/2022	G			
Oak Street Elementary	K-8	493		02/28/2023	G			
Worthington Elementary	K-6	404		01/18/2023	G			
Inglewood Unified Total	4	1,594						
Los Angeles Unified⁵								
Alta Loma Elementary	K-5	386		10/12/2022	G	Majority of fire extinguishers are expired.	12/15/2022	Resolved
Andrew Carnegie Middle	6-8	812	U	10/19/2022	E			
Annalee Avenue Elementary	K-5	196		10/19/2022	E			
Arlington Heights Elementary	K-5	311		3/14/2023	G			
Ascot Avenue Elementary	K-5	675		9/6/2022	G			
Augustus F. Hawkins High A Critical Design and Gaming	9-12	1,179		3/8/2023	G			
Baldwin Hills Elementary	K-5	395		10/4/2022	G			
Barack Obama Global Preparation Academy	6-11	397		12/5/2022	G			
Boys Academic Leadership Academy	6-12	86	U	9/12/2022	E			
Bret Harte Preparatory Middle	6-8	435		12/1/2022	E			
Carson-Gore Academy of Environmental Studies	K-5	402		10/12/2022	E			
Century Park Elementary	K-5	282		12/1/2022	E			

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School districts "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating ¹	If applicable, Description of Extreme Deficiency ²	Follow-Up Date ³	Resolution Status ⁴
Charles Drew Middle	7-8	681		9/29/2022	G			
Coliseum Street Elementary	K-5	188	U	10/4/2022	E			
Dr. James Edward Jones Primary Center	K-2	75	U	2/21/2023	E			
Dr. Maya Angelou Community High	9-12	1,092		9/6/2022	E			
Dr. Owen Lloyd Knox Elementary	K-6	669		12/8/2022	E			
Edwin Markham Middle	6-8	628	U	9/26/2022	G			
Fifty-Ninth Street Elementary	K-5	213		2/2/2023	G			
Forty-Ninth Street Elementary	K-5	568		8/31/2022	E			
Forty-Second Street Elementary	K-5	195		9/21/2022	E			
Graham Elementary	K-6	563		9/29/2022	G			
Hillcrest Drive Elementary	K-5	549		10/4/2022	G			
Hobart Boulevard Elementary	K-5	423	U	2/8/2023	E			
Holmes Avenue Elementary	K-6	157		1/17/2023	G			
John Muir Middle	6-8	693		3/15/2023	G			
Johnnie Cochran, Jr., Middle	6-8	545		3/6/2023	G			
La Salle Avenue Elementary	K-5	316		10/13/2022	E			
Loren Miller Elementary	K-6	623		2/1/2023	G			
Los Angeles Academy Middle	6-8	976	U	8/31/2022	E			
Lovelie P. Flournoy Elementary	K-5	441		3/7/2023	E			
Main Street Elementary	K-5	712	U	9/19/2022	E			
Manhattan Place Elementary	K-5	225	U	10/13/2022	G			
Manual Arts Senior High	9-12	1,026		9/7/2022	G			
Maple Primary Center	K-1	121		1/23/2023	E			
Marguerite Poindexter LaMotte Elementary	K-5	460		2/21/2023	G			
Marina del Rey Middle	6-8	412	U	3/24/2023	G			
Marlton School	K-8	128		10/18/2022	G			
Martin Luther King Jr. Elementary	K-5	331	U	11/9/2022	G			
Marvin Elementary	K-5	550		9/28/2022	E			

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Mervyn M. Dymally High	9-12	751		12/8/2022	E			
Ninety-Third Street Elementary	K-6	827		3/1/2023	E			
Normandie Avenue Elementary	K-5	569	U	3/14/2023	E			
One Hundred Seventh Street Elementary	K-5	857		11/30/2022	G			
Performing Arts Community at Diego Rivera Learning Complex	9-12	509		2/1/2023	G			
Pio Pico Middle	7-8	212		2/8/2023	E			
Ritter Elementary	K-5	304		9/26/2022	E			
Robert E. Peary Middle	6-8	1,164	U	10/26/2022	G			
Santee Education Complex	9-12	1,753	U	3/28/2023	G			
Seventy-Fifth Street Elementary	K-6	770	U	3/13/2023	G	Area adjacent to stairwell landing is covered with duct tape due to rotted wood underneath is a fall hazard.	05/05/2023	Resolved
Short Avenue Elementary	K-5	360		9/14/2022	E			
Sixty-Sixth Street Elementary	K-6	730	U	3/28/2023	E			
South Park Elementary	K-6	885	U	3/29/2023	G			
Susan Miller Dorsey Senior High	9-12	802	U	10/11/2022	G			
Third Street Elementary	K-5	662		1/19/2023	G			
Tom Bradley Global Awareness Magnet	K-5	179		9/21/2022	G			
Virginia Road Elementary	K-5	214		9/21/2022	G			
West Vernon Avenue Elementary	K-5	562		9/19/2022	E			
Western Avenue Technology Magnet	K-8	540		3/9/2023	G			
Westside Global Awareness Magnet	K-8	233		12/6/2022	E			
Wilshire Park Elementary	K-5	350		2/13/2023	E			
Woodcrest Elementary	K-5	595		9/12/2022	E			
YES Academy	K-5	448		2/2/2023	E			
Los Angeles Unified Subtotal⁵	63	33,392						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School districts "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Academy of Media Arts								
Academy of Media Arts	9-12	143	U	2/23/2023	E			
Total	1	143						
Alain Leroy Locke College Preparatory Academy								
Alain Leroy Locke College Preparatory Academy	9-12	1,256		11/16/2022	G			
Total	1	1,256						
Alliance College-Ready Middle Academy 12								
Alliance College-Ready Middle Academy 12	6-8	493		1/25/2023	G			
Total	1	493						
Alliance College-Ready Middle Academy 4								
Alliance College-Ready Middle Academy 4	6-8	460		11/30/2022	G			
Total	1	460						
Alliance Piera Barbaglia Shaheen Health Services Academy								
Alliance Piera Barbaglia Shaheen Health Services Academy	9-12	497		3/6/2023	E			
Total	1	497						
Animo Jackie Robinson High								
Animo Jackie Robinson High	9-12	604		1/24/2023	G			
Total	1	604						
Animo Legacy Charter Middle								
Animo Legacy Charter Middle	6-8	917	U	1/20/2023	G	Fire extinguishers are out of date.	3/1/2023	Resolved
Total	1	917						
Barack Obama Charter								
Barack Obama Charter	K-5	417		10/24/2022	G			
Total	1	417						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Camino Nuevo High 2								
Camino Nuevo High 2	9-12	465		2/27/2023	G			
Total	1	465						
Center for Advanced Learning								
Center for Advanced Learning	K-5	260		1/25/2023	G			
Total	1	260						
Century Community Charter								
Century Community Charter	6-8	452	U	1/26/2023	G			
Total	1	452						
Crete Academy								
Crete Academy	K-6	330	U	2/28/2023	G			
Total	1	330						
Crown Preparatory Academy								
Crown Preparatory Academy	5-8	431		10/18/2022	E			
Total	1	431						
Ednovate - USC Hybrid High College Prep								
Ednovate - USC Hybrid High College Prep	9-12	520		3/6/2023	G			
Total	1	520						
Equitas Academy 2								
Equitas Academy 2	5-8	388		3/2/2023	E			
Total	1	388						
Grace Hopper STEM Academy								
Grace Hopper STEM Academy	6-8	70	U	1/26/2023	G			
Total	1	70						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
ICEF View Park Preparatory Elementary								
ICEF View Park Preparatory Elementary	K-5	427		1/24/2023	E			
Total	1	427						
ICEF View Park Preparatory Middle								
ICEF View Park Preparatory Middle	6-8	271	U	3/7/2023	E			
Total	1	271						
Ingenium Clarion Charter Middle								
Ingenium Clarion Charter Middle	6-8	156		10/24/2022	G			
Total	1	156						
KIPP Academy of Opportunity								
KIPP Academy of Opportunity	5-8	472		3/1/2023	G	Fire extinguishers are expired.	3/20/2023	Resolved
Total	1	472						
KIPP Compton Community								
KIPP Compton Community	K-4	551		11/28/2022	E			
Total	1	551						
KIPP Empower Academy								
KIPP Empower Academy	K-4	564	U	3/20/2023	G			
Total	1	564						
KIPP Ignite Academy								
KIPP Ignite Academy	K-4	413		3/23/2023	G			
Total	1	413						
KIPP Philosophers Academy								
KIPP Philosophers Academy	5-8	362		12/12/2022	G			
Total	1	362						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
KIPP Scholar Academy								
KIPP Scholar Academy	5-8	362		11/9/2022	G			
Total	1	362						
KIPP Vida Preparatory Academy								
KIPP Vida Preparatory Academy	K-4	568		2/14/2023	G			
Total	1	568						
Learning by Design Charter								
Learning by Design Charter	K-5	109		3/9/2023	G			
Total	1	109						
Libertas College Preparatory Charter								
Libertas College Preparatory Charter	4-8	270		2/22/2023	G			
Total	1	270						
Monsenor Oscar Romero Charter Middle								
Monsenor Oscar Romero Charter Middle	6-8	277		2/13/2023	E			
Total	1	277						
New Designs Charter School-Watts								
New Designs Charter School-Watts	6-12	255		2/14/2023	G			
Total	1	255						
New Millennium Secondary								
New Millennium Secondary	9-12	151		1/23/2023	G			
Total	1	151						
Ocean Charter								
Ocean Charter	K-8	552		9/14/2022	E			
Total	1	552						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Russell Westbrook Why Not? High								
Russell Westbrook Why Not? High	9-12	224		2/22/2023	G			
Total	1	224						
Russell Westbrook Why Not? Middle								
Russell Westbrook Why Not? Middle	6-8	133		12/5/2022	G			
Total	1	133						
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary								
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	K-4	248		2/6/2023	G			
Total	1	248						
Today's Fresh Start-Compton								
Today's Fresh Start-Compton	K-8	444	U	2/23/2023	G	Fire extinguishers are expired throughout site.	3/2/2023	Resolved
Total	1	444						
Vox Collegiate of Los Angeles								
Vox Collegiate of Los Angeles	6-8	182		2/6/2023	G	Multiple areas of deep cracks and missing areas of asphalt.	3/7/2023	Resolved
Total	1	182						
WISH Academy High								
WISH Academy High	9-12	276		2/14/2023	G			
Total	1	276						
2nd Supervisorial Totals								
	108	52,686						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Centinela Valley Union High												
Lawndale High	9-12	1,921		Y								
Centinela Valley Union High Total	1	1,921										
Compton Unified												
Bursh Elementary	K-8	378		Y								
Davis Middle	6-8	431		Y								
Compton Unified Total	2	809										
Inglewood Unified												
Crozier Middle	7-8	306		Y								
Kelso (William H.) Elementary	K-6	391	U	Y								
Oak Street Elementary	K-8	493		Y								
Worthington Elementary	K-6	404		Y								
Inglewood Unified Total	4	1,594										
Los Angeles Unified³												
Alta Loma Elementary	K-5	386		Y								
Andrew Carnegie Middle	6-8	812	U	Y								
Annalee Avenue Elementary	K-5	196		Y								
Arlington Heights Elementary	K-5	311		Y								
Ascot Avenue Elementary	K-5	675		Y								
Augustus F. Hawkins High A Critical Design and Gaming	9-12	1,179		Y								
Baldwin Hills Elementary	K-5	395		Y								
Barack Obama Global Preparation Academy	6-11	397		Y								
Boys Academic Leadership Academy	6-12	86	U	Y								
Bret Harte Preparatory Middle	6-8	435		Y								
Carson-Gore Academy of Environmental Studies	K-5	402		Y								
Century Park Elementary	K-5	282		Y								

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3- School district "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹										
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies		
					ELA	MAT	SCI	HSS	FL	HLT		LAB	
Charles Drew Middle	7-8	681		Y									
Coliseum Street Elementary	K-5	188	U	Y									
Dr. James Edward Jones Primary Center	K-2	75	U	Y									
Dr. Maya Angelou Community High	9-12	1,092		Y									
Dr. Owen Lloyd Knox Elementary	K-6	669		Y									
Edwin Markham Middle	6-8	628	U	Y									
Fifty-Ninth Street Elementary	K-5	213		Y									
Forty-Ninth Street Elementary	K-5	568		Y									
Forty-Second Street Elementary	K-5	195		Y									
Graham Elementary	K-6	563		Y									
Hillcrest Drive Elementary	K-5	549		Y									
Hobart Boulevard Elementary	K-5	423	U	Y									
Holmes Avenue Elementary	K-6	157		Y									
John Muir Middle	6-8	693		Y									
Johnnie Cochran, Jr., Middle	6-8	545		Y									
La Salle Avenue Elementary	K-5	316		Y									
Loren Miller Elementary	K-6	623		Y									
Los Angeles Academy Middle	6-8	976	U	Y									
Lovelie P. Flournoy Elementary	K-5	441		Y									
Main Street Elementary	K-5	712	U	Y									
Manhattan Place Elementary	K-5	225	U	Y									
Manual Arts Senior High	9-12	1,026		Y									
Maple Primary Center	K-1	121		Y									
Marguerite Poindexter LaMotte Elementary	K-5	460		Y									
Marina del Rey Middle	6-8	412	U	Y									
Marlton School	K-8	128		Y									
Martin Luther King Jr. Elementary	K-5	331	U	Y									
Marvin Elementary	K-5	550		Y									

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2022-2023 were resolved by the school districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Mervyn M. Dymally High	9-12	751		Y								
Ninety-Third Street Elementary	K-6	827		Y								
Normandie Avenue Elementary	K-5	569	U	Y								
One Hundred Seventh Street Elementary	K-5	857		Y								
Performing Arts Community at Diego Rivera Learning Complex	9-12	509		Y								
Pio Pico Middle	7-8	212		Y								
Ritter Elementary	K-5	304		Y								
Robert E. Peary Middle	6-8	1,164	U	Y								
Santee Education Complex	9-12	1,753	U	Y								
Seventy-Fifth Street Elementary	K-6	770	U	Y								
Short Avenue Elementary	K-5	360		Y								
Sixty-Sixth Street Elementary	K-6	730	U	Y								
South Park Elementary	K-6	885	U	Y								
Susan Miller Dorsey Senior High	9-12	802	U	Y								
Third Street Elementary	K-5	662		Y								
Tom Bradley Global Awareness Magnet	K-5	179		Y								
Virginia Road Elementary	K-5	214		Y								
West Vernon Avenue Elementary	K-5	562		Y								
Western Avenue Technology Magnet	K-8	540		Y								
Westside Global Awareness Magnet	K-8	233		Y								
Wilshire Park Elementary	K-5	350		Y								
Woodcrest Elementary	K-5	595		Y								
YES Academy	K-5	448		Y								
Los Angeles Unified Subtotal³	63	33,392										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2022-2023 were resolved by school districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

3- School district "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Academy of Media Arts												
Academy of Media Arts	9-12	143	U	Y								
Total	1	143										
Alain Leroy Locke College Preparatory Academy												
Alain Leroy Locke College Preparatory Academy	9-12	1,256		Y								
Total	1	1,256										
Alliance College-Ready Middle Academy 12												
Alliance College-Ready Middle Academy 12	6-8	493		Y								
Total	1	493										
Alliance College-Ready Middle Academy 4												
Alliance College-Ready Middle Academy 4	6-8	460		Y								
Total	1	460										
Alliance Piera Barbaglia Shaheen Health Services Academy												
Alliance Piera Barbaglia Shaheen Health Services Academy	9-12	497		Y								
Total	1	497										
Animo Jackie Robinson High												
Animo Jackie Robinson High	9-12	604		Y								
Total	1	604										
Animo Legacy Charter Middle												
Animo Legacy Charter Middle	6-8	917	U	Y								
Total	1	917										
Barack Obama Charter												
Barack Obama Charter	K-5	417		Y								
Total	1	417										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Camino Nuevo High 2												
Camino Nuevo High 2	9-12	465		Y								
Total	1	465										
Center for Advanced Learning												
Center for Advanced Learning	K-5	260		Y								
Total	1	260										
Century Community Charter												
Century Community Charter	6-8	452	U	Y								
Total	1	452										
Crete Academy												
Crete Academy	K-6	330	U	Y								
Total	1	330										
Crown Preparatory Academy												
Crown Preparatory Academy	5-8	431		Y								
Total	1	431										
Ednovate - USC Hybrid High College Prep												
Ednovate - USC Hybrid High College Prep	9-12	520		Y								
Total	1	520										
Equitas Academy 2												
Equitas Academy 2	5-8	388		Y								
Total	1	388										
Grace Hopper STEM Academy												
Grace Hopper STEM Academy	6-8	70	U	Y								
Total	1	70										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
ICEF View Park Preparatory Elementary												
ICEF View Park Preparatory Elementary	K-5	427		Y								
Total	1	427										
ICEF View Park Preparatory Middle												
ICEF View Park Preparatory Middle	6-8	271	U	Y								
Total	1	271										
Ingenium Clarion Charter Middle												
Ingenium Clarion Charter Middle	6-8	156		Y								
Total	1	156										
KIPP Academy of Opportunity												
KIPP Academy of Opportunity	5-8	472		Y								
Total	1	472										
KIPP Compton Community												
KIPP Compton Community	K-4	551		Y								
Total	1	551										
KIPP Empower Academy												
KIPP Empower Academy	K-4	564	U	Y								
Total	1	564										
KIPP Ignite Academy												
KIPP Ignite Academy	K-4	413		Y								
Total	1	413										
KIPP Philosophers Academy												
KIPP Philosophers Academy	5-8	362		Y								
Total	1	362										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
KIPP Scholar Academy												
KIPP Scholar Academy	5-8	362		Y								
Total	1	362										
KIPP Vida Preparatory Academy												
KIPP Vida Preparatory Academy	K-4	568		Y								
Total	1	568										
Learning by Design Charter												
Learning by Design Charter	K-5	109		Y								
Total	1	109										
Libertas College Preparatory Charter												
Libertas College Preparatory Charter	4-8	270		Y								
Total	1	270										
Monsenor Oscar Romero Charter Middle												
Monsenor Oscar Romero Charter Middle	6-8	277		Y								
Total	1	277										
New Designs Charter School-Watts												
New Designs Charter School-Watts	6-12	255		Y								
Total	1	255										
New Millennium Secondary												
New Millennium Secondary	9-12	151		Y								
Total	1	151										
Ocean Charter												
Ocean Charter	K-8	552		Y								
Total	1	552										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Russell Westbrook Why Not? High												
Russell Westbrook Why Not? High	9-12	224		Y								
Total	1	224										
Russell Westbrook Why Not? Middle												
Russell Westbrook Why Not? Middle	6-8	133		Y								
Total	1	133										
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary												
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	K-4	248		Y								
Total	1	248										
Today's Fresh Start-Compton												
Today's Fresh Start-Compton	K-8	444	U	Y								
Total	1	444										
Vox Collegiate of Los Angeles												
Vox Collegiate of Los Angeles	6-8	182		Y								
Total	1	182										
WISH Academy High												
WISH Academy High	9-12	276		Y								
Total	1	276										
2nd Supervisorial Totals	108	52,686										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Centinela Valley Union High						
Lawndale High	9-12	1,921	252	6	0	9
Centinela Valley Union High Total	1	1,921	252	6	0	9
Compton Unified						
Bursh Elementary	K-8	378	91	6	2	7
Davis Middle	6-8	431	117	5	0	10
Compton Unified Total	2	809	208	11	2	17
Inglewood Unified						
Crozier Middle	7-8	306	60	4	2	7
Kelso (William H.) Elementary	K-6	391	63	2	1	1
Oak Street Elementary	K-8	493	153	2	0	3
Worthington Elementary	K-6	404	189	3	0	0
Inglewood Unified Total	4	1,594	465	11	3	11
Los Angeles Unified⁴						
Alta Loma Elementary	K-5	386	157	0	0	0
Andrew Carnegie Middle	6-8	812	54	8	0	9
Annalee Avenue Elementary	K-5	196	6	0	0	0
Arlington Heights Elementary	K-5	311	170	0	1	0
Ascot Avenue Elementary	K-5	675	272	8	0	0
Augustus F. Hawkins High A Critical Design and Gaming	9-12	1,179	339	30	0	5
Baldwin Hills Elementary	K-5	395	15	2	0	0
Barack Obama Global Preparation Academy	6-11	397	117	0	0	7
Boys Academic Leadership Academy	6-12	86	9	8	0	10
Bret Harte Preparatory Middle	6-8	435	148	10	0	4
Carson-Gore Academy of Environmental Studies	K-5	402	194	3	0	0
Century Park Elementary	K-5	282	42	2	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

4 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Charles Drew Middle	7-8	681	136	0	0	3
Coliseum Street Elementary	K-5	188	44	0	0	0
Dr. James Edward Jones Primary Center	K-2	75	46	0	0	0
Dr. Maya Angelou Community High	9-12	1,092	360	0	0	9
Dr. Owen Lloyd Knox Elementary	K-6	669	244	10	0	0
Edwin Markham Middle	6-8	628	178	7	0	8
Fifty-Ninth Street Elementary	K-5	213	79	7	0	0
Forty-Ninth Street Elementary	K-5	568	262	0	0	0
Forty-Second Street Elementary	K-5	195	26	0	1	0
Graham Elementary	K-6	563	183	0	0	0
Hillcrest Drive Elementary	K-5	549	153	1	0	0
Hobart Boulevard Elementary	K-5	423	200	0	1	0
Holmes Avenue Elementary	K-6	157	42	0	0	0
John Muir Middle	6-8	693	209	2	0	2
Johnnie Cochran, Jr., Middle	6-8	545	179	13	1	6
La Salle Avenue Elementary	K-5	316	65	2	1	0
Loren Miller Elementary	K-6	623	286	3	0	0
Los Angeles Academy Middle	6-8	976	274	6	1	8
Lovelie P. Flournoy Elementary	K-5	441	160	0	0	0
Main Street Elementary	K-5	712	377	1	0	0
Manhattan Place Elementary	K-5	225	56	1	0	0
Manual Arts Senior High	9-12	1,026	327	25	3	9
Maple Primary Center	K-1	121	60	0	0	0
Marguerite Poindexter LaMotte Elementary	K-5	460	264	2	0	0
Marina del Rey Middle	6-8	412	29	0	0	6
Marlton	K-8	128	46	15	0	13
Martin Luther King Jr. Elementary	K-5	331	147	0	0	1
Marvin Elementary	K-5	550	174	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Mervyn M. Dymally High	9-12	751	163	39	0	17
Ninety-Third Street Elementary	K-6	827	324	0	0	1
Normandie Avenue Elementary	K-5	569	257	2	0	0
One Hundred Seventh Street Elementary	K-5	857	365	2	0	0
Performing Arts Community at Diego Rivera Learning Complex	9-12	509	118	14	0	4
Pio Pico Middle	7-8	212	75	0	0	0
Ritter Elementary	K-5	304	93	0	0	0
Robert E. Peary Middle	6-8	1,164	162	11	0	3
Santee Education Complex	9-12	1,753	352	6	2	5
Seventy-Fifth Street Elementary	K-6	770	342	2	1	0
Short Avenue Elementary	K-5	360	23	1	0	0
Sixty-Sixth Street Elementary	K-6	730	289	0	0	0
South Park Elementary	K-6	885	392	0	2	0
Susan Miller Dorsey Senior High	9-12	802	172	25	1	15
Third Street Elementary	K-5	662	107	2	0	0
Tom Bradley Global Awareness Magnet	K-5	179	16	0	0	1
Virginia Road Elementary	K-5	214	47	0	0	0
West Vernon Avenue Elementary	K-5	562	323	0	0	0
Western Avenue Technology Magnet	K-8	540	195	0	1	1
Westside Global Awareness Magnet	K-8	233	26	0	0	1
Wilshire Park Elementary	K-5	350	107	0	0	0
Woodcrest Elementary	K-5	595	200	0	0	1
YES Academy	K-5	448	170	0	0	0
Los Angeles Unified Subtotal⁴	63	33,392	10,447	270	16	149

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

4 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Academy of Media Arts						
Academy of Media Arts	9-12	143	13	0	1	7
	1	143	13	0	1	7
Alain Leroy Locke College Preparatory Academy						
Alain Leroy Locke College Preparatory Academy	9-12	1,256	394	26	3	5
	1	1,256	394	26	3	5
Alliance College-Ready Middle Academy 12						
Alliance College-Ready Middle Academy 12	6-8	493	126	0	0	0
	1	493	126	0	0	0
Alliance College-Ready Middle Academy 4						
Alliance College-Ready Middle Academy 4	6-8	460	131	0	0	1
	1	460	131	0	0	1
Alliance Piera Barbaglia Shaheen Health Services Academy						
Alliance Piera Barbaglia Shaheen Health Services Academy	9-12	497	123	7	0	4
	1	497	123	7	0	4
Animo Jackie Robinson High						
Animo Jackie Robinson High	9-12	604	91	12	0	4
	1	604	91	12	0	4
Animo Legacy Charter Middle						
Animo Legacy Charter Middle	6-8	917	205	52	1	8
	1	917	205	52	1	8
Barack Obama Charter						
Barack Obama Charter	K-5	417	75	0	0	0
	1	417	75	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Camino Nuevo High 2						
Camino Nuevo High 2	9-12	465	77	0	0	2
	1	465	77	0	0	2
Center for Advanced Learning						
Center for Advanced Learning	K-5	260	107	2	0	0
	1	260	107	2	0	0
Century Community Charter						
Century Community Charter	6-8	452	95	9	3	23
	1	452	95	9	3	23
Crete Academy						
Crete Academy	K-6	330	24	0	1	1
	1	330	24	0	1	1
Crown Preparatory Academy						
Crown Preparatory Academy	5-8	431	139	0	5	13
	1	431	139	0	5	13
Ednovate - USC Hybrid High College Prep						
Ednovate - USC Hybrid High College Prep	9-12	520	46	4	0	0
	1	520	46	4	0	0
Equitas Academy 2						
Equitas Academy 2	5-8	388	109	2	1	2
	1	388	109	2	1	2
Grace Hopper STEM Academy						
Grace Hopper STEM Academy	6-8	70	3	0	5	8
	1	70	3	0	5	8

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
ICEF View Park Preparatory Elementary						
ICEF View Park Preparatory Elementary	K-5	427	14	0	0	1
	1	427	14	0	0	1
ICEF View Park Preparatory Middle						
ICEF View Park Preparatory Middle	6-8	271	3	18	0	9
	1	271	3	18	0	9
Ingenium Clarion Charter Middle						
Ingenium Clarion Charter Middle	6-8	156	13	2	0	0
	1	156	13	2	0	0
KIPP Academy of Opportunity						
KIPP Academy of Opportunity	5-8	472	101	24	0	1
	1	472	101	24	0	1
KIPP Compton Community						
KIPP Compton Community	K-4	551	43	9	0	1
	1	551	43	9	0	1
KIPP Empower Academy						
KIPP Empower Academy	K-4	564	157	0	1	1
	1	564	157	0	1	1
KIPP Ignite Academy						
KIPP Ignite Academy	K-4	413	115	4	0	0
	1	413	115	4	0	0
KIPP Philosophers Academy						
KIPP Philosophers Academy	5-8	362	61	9	0	0
	1	362	61	9	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
KIPP Scholar Academy						
KIPP Scholar Academy	5-8	362	73	4	0	0
	1	362	73	4	0	0
KIPP Vida Preparatory Academy						
KIPP Vida Preparatory Academy	K-4	568	172	0	1	0
	1	568	172	0	1	0
Learning by Design Charter						
Learning by Design Charter	K-5	109	11	0	0	1
	1	109	11	0	0	1
Libertas College Preparatory Charter						
Libertas College Preparatory Charter	4-8	270	78	0	1	2
	1	270	78	0	1	2
Monsenor Oscar Romero Charter Middle						
Monsenor Oscar Romero Charter Middle	6-8	277	110	3	0	2
	1	277	110	3	0	2
New Designs Charter School-Watts						
New Designs Charter School-Watts	6-12	255	32	0	0	1
	1	255	32	0	0	1
New Millennium Secondary						
New Millennium Secondary	9-12	151	24	3	0	3
	1	151	24	3	0	3
Ocean Charter						
Ocean Charter	K-8	552	19	0	0	0
	1	552	19	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Second Supervisorial District			Teacher Assignment Monitored¹				
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment	
Russell Westbrook Why Not? High							
Russell Westbrook Why Not? High	9-12	224	69	0	4	16	
	1	224	69	0	4	16	
Russell Westbrook Why Not? Middle							
Russell Westbrook Why Not? Middle	6-8	133	48	0	0	10	
	1	133	48	0	0	10	
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary							
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	K-4	248	86	1	1	1	
	1	248	86	1	1	1	
Today's Fresh Start-Compton							
Today's Fresh Start-Compton	K-8	444	51	0	0	0	
	1	444	51	0	0	0	
Vox Collegiate of Los Angeles							
Vox Collegiate of Los Angeles	6-8	182	49	3	1	3	
	1	182	49	3	1	3	
WISH Academy High							
WISH Academy High	9-12	276	6	16	1	0	
	1	276	6	16	1	0	
2nd Supervisorial Totals		108	52,686	14,465	508	51	316

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 FACILITIES - Uniform Complaints Received and Resolved

Second Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Compton Unified	4	1	45	1	51	4	1	45	1	51
Culver City Unified	-	-	-	2	2	-	-	-	2	2
El Segundo Unified	-	-	-	-	-	-	-	-	-	-
Hawthorne	-	-	-	-	-	-	-	-	-	-
Hermosa Beach City	-	-	-	-	-	-	-	-	-	-
Inglewood Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lawndale Elementary	-	-	-	-	-	-	-	-	-	-
Lennox Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	92	22	111	15	240	92	22	111	15	240
Manhattan Beach Unified	4	1	1	1	7	4	1	1	1	7
Paramount Unified	-	-	-	-	-	-	-	-	-	-
Redondo Beach Unified	-	-	-	-	-	-	-	-	-	-
Wiseburn	-	1	-	-	1	-	1	-	-	1
Totals	100	25	157	19	301	100	25	157	19	301

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Second Supervisorial District	Instructional Materials Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Compton Unified	-	-	-	-	-	-	-	-	-	-
Culver City Unified	-	-	-	-	-	-	-	-	-	-
El Segundo Unified	-	-	-	-	-	-	-	-	-	-
Hawthorne	-	-	-	-	-	-	-	-	-	-
Hermosa Beach City	-	-	-	-	-	-	-	-	-	-
Inglewood Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lawndale Elementary	-	-	-	-	-	-	-	-	-	-
Lennox Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	-	1	1	-	2	-	1	1	-	2
Manhattan Beach Unified	-	-	1	-	1	-	-	1	-	1
Paramount Unified	-	-	-	-	-	-	-	-	-	-
Redondo Beach Unified	-	-	-	-	-	-	-	-	-	-
Wiseburn	-	-	-	-	-	-	-	-	-	-
Totals	0	1	2	0	3	0	1	2	0	3

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - TEACHER VACANY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Second Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Compton Unified	-	-	-	-	-	-	-	-	-	-
Culver City Unified	-	-	-	-	-	-	-	-	-	-
El Segundo Unified	-	-	-	-	-	-	-	-	-	-
Hawthorne	-	-	-	-	-	-	-	-	-	-
Hermosa Beach City	-	-	-	-	-	-	-	-	-	-
Inglewood Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lawndale Elementary	-	-	-	-	-	-	-	-	-	-
Lennox Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	-	1	4	-	5	-	1	4	-	5
Manhattan Beach Unified	-	-	-	-	-	-	-	-	-	-
Paramount Unified	-	-	-	-	-	-	-	-	-	-
Redondo Beach Unified	-	-	-	-	-	-	-	-	-	-
Wiseburn	-	-	-	-	-	-	-	-	-	-
Totals	0	1	4	0	5	0	1	4	0	5

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Third Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Los Angeles Unified⁵								
Capistrano Avenue Elementary	K-5	378	U	11/15/2022	G			
Charles Maclay Middle	6-8	349		3/2/2023	G			
Charnock Road Elementary	K-5	262		11/29/2022	G	Major cracking in asphalt. Two areas of excessive clutter.	01/26/23	Resolved
Ernest Lawrence Middle	6-8	1,073		9/8/2022	G			
Francisco Sepulveda Middle	6-8	1,054		1/31/2023	E			
Grand View Boulevard Elementary	K-5	541		12/6/2022	G			
Helen Bernstein High	9-12	692		11/10/2022	E			
Hollywood Senior High	9-12	1,107		1/12/2023	G			
Hubert Howe Bancroft Middle	6-8	446		1/19/2023	G			
James Monroe High	9-12	1,960		8/30/2022	E			
Lemay Street Elementary	K-5	342		11/8/2022	G			
Limerick Avenue Elementary	K-5	631		2/13/2023	E			
Melvin Avenue Elementary	K-5	363		11/2/2022	G			
Northridge Middle	6-8	690		11/8/2022	G			
Osceola Street Elementary	K-5	342		11/28/2022	E			
Panorama High	9-12	1,433		3/10/2023	E			
Primary Academy for Success	K-2	230		1/19/2023	E			
Richland Avenue Elementary	K-7	297		11/29/2022	G			
Sun Valley Magnet	6-12	1,245		12/15/2022	G			
Van Nuys Middle	6-8	869	U	02/16/2023	E			
Walgrove Avenue Elementary	K-5	240		12/6/2022	E			
Los Angeles Unified Subtotal⁵	21	14,544						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Third Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
APEX Academy								
APEX Academy	7-12	281		11/10/2022	E			
Total	1	281						
Bert Corona Charter								
Bert Corona Charter	6-8	337		8/30/2022	G			
Total	1	337						
Bert Corona Charter High								
Bert Corona Charter High	9-12	200		3/2/2023	G			
Total	1	200						
Citizens of the World Charter School Mar Vista								
Citizens of the World Charter School Mar Vista	K-8	536		11/29/2022	G			
Total	1	536						
Enadia Way Technology Charter								
Enadia Way Technology Charter	K-5	204	U	11/15/2022	G			
Total	1	204						
Ingenium Charter								
Ingenium Charter	K-5	304		3/21/2023	G			
Total	1	304						
Ingenium Charter Middle								
Ingenium Charter Middle	6-8	144		11/2/2022	G	Majority of fire extinguishers are expired.	1/24/2023	Resolved
Total	1	144						
Ivy Academia								
Ivy Academia	K-12	522	U	2/13/2023	G			
Total	1	522						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Third Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Ivy Bound Academy of Math, Science, and Technology Charter Middle								
Ivy Bound Academy of Math, Science, and Technology Charter Middle	6-8	139	U	1/13/2023	G			
Total	1	139						
James Jordan Middle								
James Jordan Middle	6-8	449	U	3/3/2023	G			
Total	1	449						
Nestle Avenue Charter								
Nestle Avenue Charter	K-5	387		1/13/2023	G			
Total	1	387						
Valley Charter Middle								
Valley Charter Middle	6-8	228		1/17/2023	G			
Total	1	228						
Valor Academy Middle								
Valor Academy Middle	5-8	510	U	1/19/2023	G			
Total	1	510						
3rd Supervisorial Totals	34	18,785						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Third Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Los Angeles Unified³												
Capistrano Avenue Elementary	K-5	378	U	Y								
Charles Maclay Middle	6-8	349		Y								
Charnock Road Elementary	K-5	262		Y								
Ernest Lawrence Middle	6-8	1,073		Y								
Francisco Sepulveda Middle	6-8	1,054		Y								
Grand View Boulevard Elementary	K-5	541		Y								
Helen Bernstein High	9-12	692		Y								
Hollywood Senior High	9-12	1,107		Y								
Hubert Howe Bancroft Middle	6-8	446		Y								
James Monroe High	9-12	1,960		Y								
Lemay Street Elementary	K-5	342		Y								
Limerick Avenue Elementary	K-5	631		Y								
Melvin Avenue Elementary	K-5	363		Y								
Northridge Middle	6-8	690		Y								
Osceola Street Elementary	K-5	342		Y								
Panorama High	9-12	1,433		Y								
Primary Academy for Success	K-2	230		Y								
Richland Avenue Elementary	K-7	297		Y								
Sun Valley Magnet	6-12	1,245		Y								
Van Nuys Middle	6-8	869	U	Y								
Walgrove Avenue Elementary	K-5	240		Y								
Los Angeles Unified Subtotal³	21	14,544										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS),

Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2022-2023 were resolved by school districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3- School district "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Third Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
APEX Academy												
APEX Academy	7-12	281		Y								
Total	1	281										
Bert Corona Charter												
Bert Corona Charter	6-8	337		Y								
Total	1	337										
Bert Corona Charter High												
Bert Corona Charter High	9-12	200		Y								
Total	1	200										
Citizens of the World Charter School Mar Vista												
Citizens of the World Charter School Mar Vista	K-8	536		Y								
Total	1	536										
Enadia Way Technology Charter												
Enadia Way Technology Charter	K-5	204	U	Y								
Total	1	204										
Ingenium Charter												
Ingenium Charter	K-5	304		Y								
Total	1	304										
Ingenium Charter Middle												
Ingenium Charter Middle	6-8	144		Y								
Total	1	144										
Ivy Academia												
Ivy Academia	K-12	522	U	Y								
Total	1	522										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Third Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Ivy Bound Academy of Math, Science, and Technology Charter Middle												
Ivy Bound Academy of Math, Science, and Technology Charter Middle	6-8	139	U	Y								
Total	1	139										
James Jordan Middle												
James Jordan Middle	6-8	449	U	Y								
Total	1	449										
Nestle Avenue Charter												
Nestle Avenue Charter	K-5	387		Y								
Total	1	387										
Valley Charter Middle												
Valley Charter Middle	6-8	228		Y								
Total	1	228										
Valor Academy Middle												
Valor Academy Middle	5-8	510	U	Y								
Total	1	510										
3rd Supervisorial Totals												
	34	18,785										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Third Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Los Angeles Unified⁴						
Capistrano Avenue Elementary	K-5	378	63	0	0	0
Charles Maclay Middle	6-8	349	118	5	0	5
Charnock Road Elementary	K-5	262	70	0	0	0
Ernest Lawrence Middle	6-8	1,073	124	10	1	11
Francisco Sepulveda Middle	6-8	1,054	334	3	0	7
Grand View Boulevard Elementary	K-5	541	109	0	0	0
Helen Bernstein High	9-12	692	222	3	0	3
Hollywood Senior High	9-12	1,107	99	1	1	0
Hubert Howe Bancroft Middle	6-8	446	69	5	1	5
James Monroe High	9-12	1,960	504	6	2	12
Lemay Street Elementary	K-5	342	104	0	0	0
Limerick Avenue Elementary	K-5	631	202	0	2	0
Melvin Avenue Elementary	K-5	363	129	0	0	0
Northridge Middle	6-8	690	197	0	0	5
Osceola Street Elementary	K-5	342	84	0	0	0
Panorama High	9-12	1,433	329	0	0	2
Primary Academy for Success	K-2	230	140	0	0	0
Richland Avenue Elementary	K-7	297	16	6	1	0
Sun Valley Magnet	6-12	1,245	244	0	1	4
Van Nuys Middle	6-8	869	189	4	0	13
Walgrove Avenue Elementary	K-5	240	20	0	0	0
Los Angeles Unified Subtotal⁴	21	14,544	3,366	43	9	67

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

4- School district "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Third Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
APEX Academy						
APEX Academy	7-12	281	82	5	2	9
	1	281	82	5	2	9
Bert Corona Charter						
Bert Corona Charter	6-8	337	109	11	3	7
	1	337	109	11	3	7
Bert Corona Charter High						
Bert Corona Charter High	9-12	200	42	0	3	5
	1	200	42	0	3	5
Citizens of the World Charter School Mar Vista						
Citizens of the World Charter School Mar Vista	K-8	536	66	3	6	5
	1	536	66	3	6	5
Enadia Way Technology Charter						
Enadia Way Technology Charter	K-5	204	41	0	0	0
	1	204	41	0	0	0
Ingenium Charter						
Ingenium Charter	K-5	304	122	0	0	0
	1	304	122	0	0	0
Ingenium Charter Middle						
Ingenium Charter Middle	6-8	144	55	9	0	0
	1	144	55	9	0	0
Ivy Academia						
Ivy Academia	K-12	522	83	2	0	6
	1	522	83	2	0	6

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Third Supervisorial District			Teacher Assignment Monitored¹				
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment	
Ivy Bound Academy of Math, Science, and Technology Charter Middle							
Ivy Bound Academy of Math, Science, and Technology Charter Middle	6-8	139	14	0	0	0	
	1	139	14	0	0	0	
James Jordan Middle							
James Jordan Middle	6-8	449	89	0	0	1	
	1	449	89	0	0	1	
Nestle Avenue Charter							
Nestle Avenue Charter	K-5	387	96	0	0	0	
	1	387	96	0	0	0	
Valley Charter Middle							
Valley Charter Middle	6-8	228	43	3	1	1	
	1	228	43	3	1	1	
Valor Academy Middle							
Valor Academy Middle	5-8	510	155	0	0	0	
	1	510	155	0	0	0	
3rd Supervisorial Totals		34	18,785	4,363	76	24	101

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 FACILITIES - Uniform Complaints Received and Resolved

Third Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Beverly Hills Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Las Virgenes Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	92	22	111	15	240	92	22	111	15	240
Santa Monica-Malibu Unified	-	-	-	-	-	-	-	-	-	-
Totals	92	22	111	15	240	92	22	111	15	240

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Third Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Beverly Hills Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Las Virgenes Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	-	1	1	-	2	-	1	1	-	2
Santa Monica-Malibu Unified	1	-	-	-	1	1	-	-	-	1
Totals	1	1	1	0	3	1	1	1	0	3

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - TEACHER VACANY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Third Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Beverly Hills Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Las Virgenes Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	-	1	4	-	5	-	1	4	-	5
Santa Monica-Malibu Unified	-	-	-	-	-	-	-	-	-	-
Totals	0	1	4	0	5	0	1	4	0	5

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
ABC Unified								
Aloha Elementary	K-6	297		9/27/2022	E			
ABC Unified Total	1	297						
Downey Unified								
Imperial Elementary	K-3	585		8/29/2022	G			
Downey Unified Total	1	585						
El Rancho Unified								
North Ranchito Elementary	K-5	367		8/23/2022	E			
El Rancho Unified Total	1	367						
Long Beach Unified								
Addams Elementary	K-5	775		10/26/2022	G			
Barton Elementary	K-5	460		11/7/2022	E			
Bryant Elementary	K-5	324		2/22/2023	G			
Educational Partnership High	10-12	1,071	U	11/2/2022	G			
Franklin Classical Middle	6-8	1,095		12/7/2022	G			
Gant Elementary	K-5	656		2/22/2023	G			
Hamilton Middle	6-8	820		11/7/2022	G			
Harte Elementary	K-5	803		2/1/2023	G			
Hudson	K-5	398		5/19/2023	G			
Jenny Oropeza Elementary	K-5	583		12/7/2022	E			
Jordan High	9-12	2,241		9/22/2022	G	Peeling paint and damaged plaster on ceiling.	12/8/2022	Resolved
Lindbergh STEM Academy	6-8	408	U	10/26/2022	G			
Lindsey Academy	6-8	725		2/1/2023	E			
Muir K-8	K-8	1,020		10/5/2022	G	Several exits are obstructed with storage.	12/21/2022	Resolved
Washington Middle	6-8	941		11/14/2022	G			
Webster Elementary	K-5	552		11/14/2022	G			
Long Beach Unified Total	16	12,872						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Los Angeles Unified⁵								
Bell Senior High	9-12	2,351		11/1/2022	G			
Cabrillo Avenue Elementary	K-5	327		10/24/2022	E			
Elizabeth Learning Center	K-12	1,389		1/31/2023	E			
Leland Street Elementary	K-5	403		10/24/2022	E			
Lucille Roybal-Allard Elementary	K-6	478		1/26/2023	E			
Martha Escutia Primary Center	K	195		10/17/2022	E			
Normont Elementary	K-5	279		10/4/2022	E			
President Avenue Elementary	K-6	391	U	11/16/2022	G			
White Point Elementary	K-5	316		10/24/2022	G			
Wilmington Middle, (STEAM) Magnet	6-8	1,268		10/4/2022	E			
Los Angeles Unified Subtotal⁵	10	7,397						
Los Nietos								
Los Nietos Middle	7-8	258		9/28/2022	G			
Los Nietos Total	1	258						
Lynwood Unified								
Hosler Middle	7-8	951		03/22/2023	F			
Pathway Independent Study	9-12	191	U	03/22/2023	E			
Rosa Parks Elementary	K-6	403	U	09/01/2022	F	Playground has several areas of large cracks and is a trip hazard.	5/2/2023	Not Resolved
Washington Elementary	K-6	532		09/01/2022	G			
Lynwood Unified Total	4	2,077						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School districts "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Montebello Unified⁵								
Bell Gardens Elementary	K-5	704		10/5/2022	E			
Montebello Unified Sub Subtotal⁵	1	704						
Paramount Unified								
Collins (Captain Raymond) Elementary	K-5	541	U	9/28/2022	E			
Roosevelt (Theodore) Elementary	K-5	536	U	8/29/2022	E			
Paramount Unified Total	2	1,077						
Whittier Union High								
Whittier High	9-12	1,767		9/14/2022	G			
Whittier Union Total	1	1,767						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Montebello Unified (I and IV).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Academia Moderna								
Academia Moderna	K-5	453		11/17/2022	G			
Total	1	453						
Alliance Collins Family College-Ready High								
Alliance Collins Family College-Ready High	9-12	611		1/17/2023	G			
Total	1	611						
Aspire Olin University Preparatory Academy								
Aspire Olin University Preparatory Academy	6-12	557		2/27/2023	G			
Total	1	557						
Magnolia Science Academy Bell								
Magnolia Science Academy Bell	6-8	384		10/17/2022	E			
Total	1	384						
PREPA TEC - Los Angeles								
PREPA TEC - Los Angeles	6-8	291		11/17/2022	E			
Total	1	291						
4th Supervisorial Totals		43	29,697					

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
ABC Unified												
Aloha Elementary	K-6	297		Y								
ABC Unified Total	1	297										
Downey Unified												
Imperial Elementary	K-3	585		Y								
Downey Unified Total	1	585										
EI Rancho Unified												
North Ranchito Elementary	K-5	367		Y								
EI Rancho Unified Total	1	367										
Long Beach Unified												
Addams Elementary	K-5	775		Y								
Barton Elementary	K-5	460		Y								
Bryant Elementary	K-5	324		Y								
Educational Partnership High	10-12	1,071	U	Y								
Franklin Classical Middle	6-8	1,095		Y								
Gant Elementary	K-5	656		Y								
Hamilton Middle	6-8	820		Y								
Harte Elementary	K-5	803		Y								
Hudson	K-5	398		Y								
Jenny Oropeza Elementary	K-5	583		Y								
Jordan High	9-12	2,241		Y								
Lindbergh STEM Academy	6-8	408	U	Y								
Lindsey Academy	6-8	725		Y								
Muir K-8	K-8	1,020		Y								
Washington Middle	6-8	941		Y								
Webster Elementary	K-5	552		Y								
Long Beach Unified Total	16	12,872										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Los Angeles Unified ³												
Bell Senior High	9-12	2,351		Y								
Cabrillo Avenue Elementary	K-5	327		Y								
Elizabeth Learning Center	K-12	1,389		Y								
Leland Street Elementary	K-5	403		Y								
Lucille Roybal-Allard Elementary	K-6	478		Y								
Martha Escutia Primary Center	K	195		Y								
Normont Elementary	K-5	279		Y								
President Avenue Elementary	K-6	391	U	Y								
White Point Elementary	K-5	316		Y								
Wilmington Middle, STEAM Magnet	6-8	1,268		Y								
Los Angeles Unified Subtotal³	10	7,397										
Los Nietos												
Los Nietos Middle	7-8	258	U	Y								
Los Nietos Total	1	258										
Lynwood Unified												
Hosler Middle	7-8	951		Y								
Pathway Independent Study	9-12	191	U	Y								
Rosa Parks Elementary	K-6	403	U	Y								
Washington Elementary	K-6	532		Y								
Lynwood Unified Total	4	2,077										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2022-2023 were resolved by the school districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - School districts "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V), Los).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Montebello Unified ³												
Bell Gardens Elementary	K-5	704		Y								
Montebello Unified Subtotal³	1	704										
Paramount Unified												
Collins (Captain Raymond) Elementary	K-5	541		Y								
Roosevelt (Theodore) Elementary	K-5	536	U	Y								
Paramount Unified Total	2	1,077										
Whittier Union High												
Whittier High	9-12	1,767		Y								
Whittier Union Total	1	1,767										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2022-2023 were resolved by the school districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3- School district "residing" in more than one supervisorial boundary. Montebello Unified (I and IV).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Academia Moderna												
Academia Moderna	K-5	453		Y								
Total	1	453										
Alliance Collins Family College-Ready High												
Alliance Collins Family College-Ready High	9-12	611		Y								
Total	1	611										
Aspire Olin University Preparatory Academy												
Aspire Olin University Preparatory Academy	6-12	557		Y								
Total	1	557										
Magnolia Science Academy Bell												
Magnolia Science Academy Bell	6-8	384		Y								
Total	1	384										
PREPA TEC - Los Angeles												
PREPA TEC - Los Angeles	6-8	291		Y								
Total	1	291										
4th Supervisorial Totals												
	43	29,697										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
ABC Unified						
Aloha Elementary	K-6	297	55	0	0	0
ABC Unified Total	1	297	55	0	0	0
Downey Unified						
Imperial Elementary	K-3	585	119	3	0	3
Downey Unified Total	1	585	119	3	0	3
EI Rancho Unified						
North Ranchito Elementary	K-5	367	111	0	0	2
EI Rancho Unified Total	1	367	111	0	0	2
Long Beach Unified						
Addams Elementary	K-5	775	249	0	0	0
Barton Elementary	K-5	460	90	0	1	1
Bryant Elementary	K-5	324	63	0	0	0
Educational Partnership High	10-12	1,071	197	8	0	0
Franklin Classical Middle	6-8	1,095	318	1	0	13
Gant Elementary	K-5	656	28	0	1	1
Hamilton Middle	6-8	820	201	0	1	8
Harte Elementary	K-5	803	238	0	0	0
Hudson	K-5	398	79	0	0	0
Jenny Oropeza Elementary	K-5	583	242	0	1	4
Jordan High	9-12	2,241	483	2	4	33
Lindbergh STEM Academy	6-8	408	81	5	0	15
Lindsey Academy	6-8	725	160	7	0	16
Muir K-8	K-8	1,020	218	0	1	12
Washington Middle	6-8	941	257	1	0	8
Webster Elementary	K-5	552	122	0	0	0
Long Beach Unified Total	16	12,872	3,026	24	9	111

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Los Angeles Unified⁴						
Bell Senior High	9-12	2,351	181	0	0	2
Cabrillo Avenue Elementary	9-12	327	73	2	0	0
Elizabeth Learning Center	1-5	1,389	340	0	0	3
Leland Street Elementary	6-8	403	56	1	0	0
Lucille Roybal-Allard Elementary	K-5	478	151	0	0	0
Martha Escutia Primary Center	K-8	195	77	0	0	0
Normont Elementary	K-5	279	76	0	0	0
President Avenue Elementary	6-8	391	61	0	0	2
White Point Elementary	K-5	316	20	2	0	1
Wilmington Middle, STEAM Magnet	9-12	1,268	229	3	0	5
Los Angeles Unified Subtotal⁴	10	7,397	1,264	8	0	13
Los Nietos						
Los Nietos Middle	7-8	258	52	0	0	0
Los Nietos Total	1	258	52	0	0	0
Lynwood Unified						
Hosler Middle	7-8	951	209	0	0	3
Pathway Independent Study	9-12	191	42	0	0	0
Rosa Parks Elementary	K-6	403	133	0	0	0
Washington Elementary	K-6	532	162	0	0	0
Lynwood Unified Total	4	2,077	546	0	0	3

Legend, Footnotes & Explanations

- 1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 3 - School districts "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Montebello Unified⁴						
Bell Gardens Elementary	K-5	704	329	5	0	0
Montebello Unified Subtotal⁴	1	704	329	5	0	0
Paramount Unified						
Collins (Captain Raymond) Elementary	K-5	541	104	0	0	2
Roosevelt (Theodore) Elementary	K-5	536	203	0	0	2
Paramount Unified Total	2	1,077	307	0	0	4
Whittier Union High						
Whittier High	9-12	1,767	173	0	1	8
Whittier Union Total	1	1,767	173	0	1	8

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

4- School district "residing" in more than one supervisorial boundary. Montebello Unified (I and IV).

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fourth Supervisorial District			Teacher Assignment Monitored¹				
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment	
Academia Moderna							
Academia Moderna	K-5	453	200	2	0	1	
	1	453	200	2	0	1	
Alliance Collins Family College-Ready High							
Alliance Collins Family College-Ready High	9-12	611	65	0	0	3	
	1	611	65	0	0	3	
Aspire Olin University Preparatory Academy							
Aspire Olin University Preparatory Academy	9-12	557	67	6	1	3	
	1	557	67	6	1	3	
Magnolia Science Academy Bell							
Magnolia Science Academy Bell	6-8	384	62	0	0	0	
	1	384	62	0	0	0	
PREPA TEC - Los Angeles							
PREPA TEC - Los Angeles	6-8	291	102	5	0	1	
	1	291	102	5	0	1	
4th Supervisorial Totals		43	29,697	6,478	53	11	152

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 FACILITIES - Uniform Complaints Received and Resolved

Fourth Supervisorial District	Facilities Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
ABC Unified	-	-	-	-	-	-	-	-	-	-
Bellflower Unified	1	-	-	-	1	1	-	-	-	1
Centinela Valley Union H.S.	-	-	-	-	-	-	-	-	-	-
Downey Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	1	-	-	1	-	1	-	-	1
El Monte Union HS	-	-	-	-	-	-	-	-	-	-
El Rancho Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Little Lake City SD	-	-	-	-	-	-	-	-	-	-
Long Beach Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles USD	92	22	111	15	240	92	22	111	15	240
Los Nietos SD	-	-	-	-	-	-	-	-	-	-
Lynwood Unified	-	-	-	2	2	-	-	-	0	0
Montebello Unified	-	-	-	7	7	-	-	-	7	7
Norwalk-La Mirada Unified	-	-	-	-	-	-	-	-	-	-
Palos Verdes Peninsula U	35	2	2	2	41	0	0	2	0	2
Paramount Unified	-	-	-	-	-	-	-	-	-	-
South Whittier SD	-	-	-	-	-	-	-	-	-	-
Torrance Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo School	-	-	-	-	-	-	-	-	-	-
Whittier City School District	-	-	-	-	-	-	-	-	-	-
Whittier Union HS District	-	-	-	-	-	-	-	-	-	-
Totals	128	25	113	26	292	93	23	113	22	251

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Fourth Supervisorial District	Instructional Materials Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
ABC Unified	-	-	-	-	-	-	-	-	-	-
Bellflower Unified	-	-	-	-	-	-	-	-	-	-
Centinela Valley Union H.S.	-	-	-	-	-	-	-	-	-	-
Downey Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte Union HS	-	-	-	-	-	-	-	-	-	-
El Rancho Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Little Lake City SD	-	-	-	-	-	-	-	-	-	-
Long Beach Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles USD	-	1	1	-	2	-	1	1	-	2
Los Nietos SD	-	-	-	-	-	-	-	-	-	-
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Norwalk-La Mirada Unified	-	-	-	-	-	-	-	-	-	-
Palos Verdes Peninsula U	-	-	-	-	-	-	-	-	-	-
Paramount Unified	-	-	-	-	-	-	-	-	-	-
South Whittier SD	-	-	-	-	-	-	-	-	-	-
Torrance Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo School	-	-	-	-	-	-	-	-	-	-
Whittier City School District	-	-	-	-	-	-	-	-	-	-
Whittier Union HS District	-	-	-	-	-	-	-	-	-	-
Whittier Union High	-	-	-	-	-	-	-	-	-	-
Totals	0	1	1	0	2	0	1	1	0	2

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - TEACHER VACANY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Fourth Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
ABC Unified	-	-	-	-	-	-	-	-	-	-
Bellflower Unified	-	-	-	-	-	-	-	-	-	-
Centinela Valley Union H.S.	-	-	-	-	-	-	-	-	-	-
Downey Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte Union HS	-	-	-	-	-	-	-	-	-	-
El Rancho Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Little Lake City SD	-	-	-	-	-	-	-	-	-	-
Long Beach Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles USD	-	1	4	-	5	-	1	4	-	5
Los Nietos SD	-	-	-	-	-	-	-	-	-	-
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	1	-	-	1	-	1	-	-	1
Norwalk-La Mirada Unified	-	-	-	-	-	-	-	-	-	-
Palos Verdes Peninsula U	-	-	-	-	-	-	-	-	-	-
Paramount Unified	-	-	-	-	-	-	-	-	-	-
South Whittier SD	-	-	-	-	-	-	-	-	-	-
Torrance Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo School	-	-	-	-	-	-	-	-	-	-
Whittier City School District	-	-	-	-	-	-	-	-	-	-
Whittier Union HS District	-	-	-	-	-	-	-	-	-	-
Totals	0	2	4	0	6	0	2	4	0	6

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Antelope Valley Union High								
Antelope Valley High	9-12	1,558		9/13/2022	G			
Highland High	9-12	2,790		11/10/2022	G	Hazardous chemicals and flammable materials are not stored properly. Excessive clutter or trash.	1/13/2023	Resolved
Lancaster High	9-12	2,642		2/2/2023	G			
Littlerock High	9-12	1,565	U	10/25/2022	G			
Antelope Valley Union High Total	4	8,555						
Eastside Union								
Columbia Elementary	K-6	644		9/20/2022	G			
Enterprise Elementary	K-6	659		-				
Gifford C. Cole Middle	7-8	703		9/20/2022	G			
Eastside Union Total	3	2,006						
Glendale Unified								
Glendale High	9-12	1,978		10/6/2022	G			
Glendale Unified Total	1	1,978						
Gorman Joint								
Gorman Elementary	K-8	83	U	10/20/2022	G			
Gorman Joint Total	1	83						
Keppel Union								
Alpine Elementary	K-8	513		11/8/2022	P	Major damage to covered walkways and extreme cracking in asphalt throughout the site.	2/9/2023	Not Resolved
Antelope Elementary	K-8	274	U	11/8/2022	G			
Daisy Gibson Elementary	K-8	662		11/8/2022	G			
Keppel Union Total	3	1,449						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Lancaster								
Desert View Elementary	K-6	691	U	2/16/2023	G			
El Dorado Elementary	K-5	755		11/15/2022	G			
Endeavour Middle	6-8	779		11/17/2022	G			
John and Jacquelyn Miller Elementary	K-6	708		2/23/2023	G			
Joshua Elementary	K-5	542		11/17/2022	G			
Lancaster Alternative and Virtual Academies	K-8	481		12/13/2022	E			
Lincoln Elementary	K-5	658	U	2/23/2023	G			
Linda Verde Elementary	K-8	657		11/29/2022	G			
Mariposa Elementary	K-6	723	U	2/16/2023	G			
New Vista Middle	6-8	883		11/15/2022	G			
Piute Middle	6-8	731	U	11/29/2022	G			
Sierra Elementary	K-5	691		12/13/2022	G			
Sunnydale Elementary	K-6	513		12/13/2022	F	Covered walkway has severe rust damage (unresolved). Loose outlet with exposed electrical wires (resolved).	4/27/2023	1 of 2 resolved
Lancaster Total	13	8,812						
Los Angeles Unified⁵								
Berenece Carlson Home Hospital	K-12	442		1/23/2023	F			
Toluca Lake Elementary	K-5	468		12/15/2022	G			
Los Angeles Unified Subtotal⁵	2	910						
Monrovia Unified								
Monroe Elementary	K-5	478		3/1/2023	G	Active roof leak. Water in room at time of inspection.	4/14/2023	Resolved
Plymouth Elementary	K-5	536		3/1/2023	G			
Monrovia Unified Total	2	1,014						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School districts "residing" in more than one supervisorial boundary. These include Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Newhall								
Dr. J. Michael McGrath Elementary	K-6	492		12/8/2022	G			
Newhall Total	1	492						
Palmdale								
Barrel Springs Elementary	K-5	611		10/27/2022	G			
Cactus Medical, Health and Technology Magnet Academy	6-8	865		8/18/2022	G			
Desert Rose Elementary	K-5	625	U	12/6/2022	G			
Desert Willow Fine Arts, Science and Technology Magnet Academy	6-8	974		8/23/2022	G			
Golden Poppy Elementary	K-5	519	U	2/23/2023	G			
Manzanita Elementary	K-5	670	U	12/6/2022	G			
Mesquite Elementary	K-5	640		8/23/2022	G			
Palm Tree Elementary	K-5	510		8/18/2022	G			
Shadow Hills Engineering and Design Magnet Academy	6-8	891	U	10/27/2022	G	Girls Locker Room ceiling is sagging. Missing outlet cover has exposed contacts.	2/2/2023	Resolved
Space Aeronautics Gateway to Exploration Magnet Academy	6-8	802		10/12/2022	G			
Summerwind Elementary	K-5	566		3/29/2023	G			
Tamarisk Elementary	K-5	737		10/12/2022	G			
Yellen Learning Center	K-8	59		12/6/2022	E			
Yucca Elementary	K-5	484	U	3/9/2023	G			
Palmdale Total	14	8,953						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Pasadena Unified								
Altadena Elementary	K-5	457		3/8/2023	G			
Blair High	6-12	1,117	U	8/24/2022	G			
Charles W. Eliot Middle	6-8	423		3/8/2023	G			
CIS Academy	K-12	253	U	3/1/2023	E			
John Muir High	9-12	1,012	U	9/15/2022	G			
Madison Elementary	K-5	424	U	1/18/2023	G			
McKinley	K-8	648	U	2/21/2023	F	Rodent droppings in more than one area in classroom.	4/14/2023	Not Resolved
Norma Coombs Elementary	K-5	294	U	2/28/2023	G			
Washington Middle	6-8	513		1/18/2023	E			
Pasadena Unified Total	9	5,141						
Westside Union								
Anaverde Hills	K-8	659		9/1/2022	G			
Del Sur Senior Elementary	K-8	741		9/15/2022	E			
Joe Walker Middle	6-8	736		11/3/2022	G			
Leona Valley Elementary	K-8	251		9/15/2022	E			
Quartz Hill Elementary	K-6	813		11/3/2022	E			
Rancho Vista Elementary	K-6	866		9/1/2022	G			
Westside Union Total	6	4,066						
Wilsona								
Challenger Middle	5-8	573	U	2/9/2023	G			
Wilsona Total	1	573						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Academies of the Antelope Valley High								
Academies of the Antelope Valley High	6-12	665	U	3/9/2023	G			
Total	1	665						
Aveson Global Leadership Academy								
Aveson Global Leadership Academy	6-12	222		12/13/2022	G			
Total	1	222						
California Pacific Charter- Los Angeles 8								
California Pacific Charter- Los Angeles 8	K-12	351	U	10/11/2022	E			
Total	1	351						
California School of the Arts - San Gabriel Valley								
California School of the Arts - San Gabriel Valley	K-6	945		10/17/2022	G			
Total	1	945						
Compass Charter Schools of Los Angeles								
Compass Charter Schools of Los Angeles	K-12	888		9/29/2022	E			
Total	1	888						
iLEAD Lancaster Charter								
iLEAD Lancaster Charter	K-8	741		3/29/2023	E			
Total	1	741						
Life Source International Charter								
Life Source International Charter	K-8	276	U	2/16/2023	G			
Total	1	276						
Pasadena Rosebud Academy								
Pasadena Rosebud Academy	K-8	152		12/13/2022	G			
Total	1	152						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2022-23

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Local Education Agency & School	Grade Levels	2022-2023 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Plainview Academic Charter Academy								
Plainview Academic Charter Academy	K-5	285		1/31/2023	E			
Total	1	285						
PUC CALS Middle School and Early College High								
PUC CALS Middle School and Early College High	6-12	373		11/30/2022	E			
Total	1	373						
PUC Inspire Charter Academy								
PUC Inspire Charter Academy	6-8	195		11/28/2022	G			
Total	1	195						
Santa Clarita Valley International								
Santa Clarita Valley International	K-12	766	U	10/20/2022	G			
Total	1	766						
5th Supervisorial Totals		72	49,891					
Los Angeles County Totals		311	183,471					

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial 2022-2023 Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Antelope Valley Union High												
Antelope Valley High	9-12	1,558		Y								
Highland High	9-12	2,790		Y								
Lancaster High	9-12	2,642		Y								
Littlerock High	9-12	1,565	U	Y								
Antelope Valley Union High Total	4	8,555										
Eastside Union												
Columbia Elementary	K-6	644		Y								
Enterprise Elementary	K-6	659		Y								
Gifford C. Cole Middle	7-8	703		Y								
Eastside Union Total	3	2,006										
Glendale Unified												
Glendale High	9-12	1,978	U	Y								
Glendale Unified Total	1	1,978										
Gorman Joint												
Gorman Elementary	K-8	83		Y								
Gorman Joint Total	1	83										
Keppel												
Alpine Elementary	K-8	513		Y								
Antelope Elementary	K-8	274	U	Y								
Daisy Gibson Elementary	K-8	662		Y								
Keppel Union Total	3	1,449										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2022-2023 were resolved by the districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Lancaster												
Desert View Elementary	K-6	691	U	Y								
El Dorado Elementary	K-5	755		Y								
Endeavour Middle	6-8	779		Y								
John and Jacquelyn Miller Elementary	K-6	708		Y								
Joshua Elementary	K-5	542		Y								
Lancaster Alternative and Virtual Academies	K-8	481		Y								
Lincoln Elementary	K-5	658	U	Y								
Linda Verde Elementary	K-8	657		Y								
Mariposa Elementary	K-6	723	U	Y								
New Vista Middle	6-8	883		Y								
Piute Middle	6-8	731	U	Y								
Sierra Elementary	K-5	691		Y								
Sunnydale Elementary	K-6	513		Y								
Lancaster Total	13	8,812										
Los Angeles Unified³												
Berenecce Carlson Home Hospital	K-12	442		Y								
Toluca Lake Elementary	K-5	468		Y								
Los Angeles Unified Subtotal³	2	910										
Monrovia Unified												
Monroe Elementary	K-5	478	U	Y								
Plymouth Elementary	K-5	536	U	Y								
Monrovia Unified Total	2	1,014										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Newhall												
Dr. J. Michael McGrath Elementary	K-6	492	U	Y								
Newhall Total	1	492										
Palmdale												
Barrel Springs Elementary	K-5	611		Y								
Cactus Medical, Health and Technology Magnet Academy	6-8	865		Y								
Desert Rose Elementary	K-5	625		Y								
Desert Willow Fine Arts, Science and Technology Magnet Academy	6-8	974		Y								
Golden Poppy Elementary	K-5	519	U	Y								
Manzanita Elementary	K-5	670	U	Y								
Mesquite Elementary	K-5	640		Y								
Palm Tree Elementary	K-5	510		Y								
Shadow Hills Engineering and Design Magnet Academy	6-8	891	U	Y								
Space Aeronautics Gateway to Exploration Magnet Academy	6-8	802		Y								
Summerwind Elementary	K-5	566		Y								
Tamarisk Elementary	K-5	737		Y								
Yellen Learning Center	K-8	59		Y								
Yucca Elementary	K-5	484		Y								
Palmdale Total	14	8,953										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

3 - School districts "residing" in more than one supervisorial boundary. These include Los Angeles Unified (I, II, III, IV, and V), Los Angeles Unified Authorized Charters (I, II, III, IV, and V).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Pasadena Unified												
Altadena Elementary	K-5	457		Y								
Blair High	6-12	1,117	U	Y								
Charles W. Eliot Middle	6-8	423		Y								
CIS Academy	K-12	253		Y								
John Muir High	9-12	1,012	U	Y								
Madison Elementary	K-5	424	U	Y								
McKinley	K-8	648	U	Y								
Norma Coombs Elementary	K-5	294	U	Y								
Washington Middle	6-8	513		Y								
Pasadena Unified Total	9	5,141										
Westside Union												
Anaverde Hills	K-8	659		Y								
Del Sur Senior Elementary	K-8	741		Y								
Joe Walker Middle	6-8	736	U	Y								
Leona Valley Elementary	K-8	251		Y								
Quartz Hill Elementary	K-6	813		Y								
Rancho Vista Elementary	K-6	866		Y								
Westside Union Total	6	4,066										
Wilsona												
Challenger Middle	5-8	573	U	Y								
Wilsona Total	1	573										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Academies of the Antelope Valley High												
Academies of the Antelope Valley High	6-12	665	U	Y								
Total	1	665										
Aveson Global Leadership Academy												
Aveson Global Leadership Academy	6-12	222		Y								
Total	1	222										
California Pacific Charter- Los Angeles 8												
California Pacific Charter- Los Angeles 8	K-12	351	U	Y								
Total	1	351										
California School of the Arts - San Gabriel Valley												
California School of the Arts - San Gabriel Valley	K-6	945		Y								
Total	1	945										
Compass Charter Schools of Los Angeles												
Compass Charter Schools of Los Angeles	K-12	888		Y								
Total	1	888										
iLEAD Lancaster Charter												
iLEAD Lancaster Charter	K-8	741		Y								
Total	1	741										
Life Source International Charter												
Life Source International Charter	K-8	276	U	Y								
Total	1	276										
Pasadena Rosebud Academy												
Pasadena Rosebud Academy	K-8	152		Y								
Total	1	152										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Plainview Academic Charter Academy												
Plainview Academic Charter Academy	K-5	285		Y								
Total	1	285										
PUC CALS Middle School and Early College High												
PUC CALS Middle School and Early College High	6-12	373		Y								
Total	1	373										
PUC Inspire Charter Academy												
PUC Inspire Charter Academy	6-8	195		Y								
Total	1	195										
Santa Clarita Valley International												
Santa Clarita Valley International	K-12	766	U	Y								
Total	1	766										
5th Supervisorial Totals		72	49,891									
Los Angeles County Totals		311	183,471									

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/in> September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Antelope Valley Union High						
Antelope Valley High	9-12	1,558	193	21	1	7
Highland High	9-12	2,790	263	22	1	8
Lancaster High	9-12	2,642	173	19	3	15
Littlerock High	9-12	1,565	303	31	3	13
Antelope Valley Union High Total	4	8,555	932	93	8	43
Eastside Union						
Columbia Elementary	K-6	644	146	0	0	1
Enterprise Elementary	K-6	659	116	6	1	1
Gifford C. Cole Middle	7-8	703	111	0	1	1
Eastside Union Total	3	2,006	373	6	2	3
Glendale Unified						
Glendale High	9-12	1,978	535	0	1	3
Glendale Unified Total	1	1,978	535	0	1	3
Gorman Joint						
Gorman Elementary	K-8	83	20	0	0	0
Gorman Joint	1	83	20	0	0	0
Keppel Union						
Alpine Elementary	K-8	513	198	5	0	0
Antelope Elementary	K-8	274	90	2	0	2
Daisy Gibson Elementary	K-8	662	250	2	0	1
Keppel Union Total	3	1,449	538	9	0	3

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Lancaster						
Desert View Elementary	K-6	691	99	5	0	1
El Dorado Elementary	K-5	755	124	0	0	0
Endeavour Middle	6-8	779	68	0	1	3
John and Jacquelyn Miller Elementary	K-6	708	70	4	0	1
Joshua Elementary	K-5	542	87	0	0	0
Lancaster Alternative and Virtual Academies	K-8	481	43	0	0	0
Lincoln Elementary	K-5	658	111	0	0	0
Linda Verde Elementary	K-8	657	281	4	0	0
Mariposa Elementary	K-6	723	108	0	0	0
New Vista Middle	6-8	883	105	10	1	10
Piute Middle	6-8	731	110	4	1	13
Sierra Elementary	K-5	691	76	0	0	0
Sunnydale Elementary	K-6	513	61	0	0	0
Lancaster Total	13	8,812	1,343	27	3	28
Los Angeles Unified⁴						
Berenece Carlson Home Hospital	K-12	442	136	0	0	2
Toluca Lake Elementary	K-5	468	45	1	0	0
Los Angeles Unified Subtotal⁴	2	910	181	1	0	2
Monrovia Unified						
Monroe Elementary	K-5	478	81	0	0	0
Plymouth Elementary	K-5	536	98	0	0	1
Monrovia Unified Total	2	1,014	179	0	0	1

Legend, Footnotes & Explanations

- 1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.
- 4 - School districts "residing" in more than one supervisorial boundary. Los Angeles Unified (I, II, III, IV, and V).

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Newhall						
Dr. J. Michael McGrath Elementary	K-6	492	201	0	0	0
Newhall Total	1	492	201	0	0	0
Palmdale						
Barrel Springs Elementary	K-5	611	120	0	0	0
Cactus Medical, Health and Technology Magnet Academy	6-8	865	184	8	2	4
Desert Rose Elementary	K-5	625	181	0	1	0
Desert Willow Fine Arts, Science and Technology Magnet Academy	6-8	974	168	3	0	10
Golden Poppy Elementary	K-5	519	101	3	0	0
Manzanita Elementary	K-5	670	211	0	2	1
Mesquite Elementary	K-5	640	175	2	1	0
Palm Tree Elementary	K-5	510	105	0	0	0
Shadow Hills Engineering and Design Magnet Academy	6-8	891	164	4	2	0
Space Aeronautics Gateway to Exploration Magnet Academy	6-8	802	186	15	0	3
Summerwind Elementary	K-5	566	106	0	0	1
Tamarisk Elementary	K-5	737	202	0	0	0
Yellen Learning Center	K-8	59	7	0	0	2
Yucca Elementary	K-5	484	140	5	0	0
Palmdale Total	14	8,953	2,050	40	8	21

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Pasadena Unified						
Altadena Elementary	K-5	457	39	0	0	0
Blair High	6-12	1,117	253	4	2	8
Charles W. Eliot Middle	6-8	423	46	0	1	2
CIS Academy	K-12	253	19	0	0	0
John Muir High	9-12	1,012	98	31	0	4
Madison Elementary	K-5	424	207	0	0	0
McKinley	K-8	648	147	12	1	8
Norma Coombs Elementary	K-5	294	52	0	0	0
Washington Middle	6-8	513	129	4	1	0
Pasadena Unified Total	9	5,141	990	51	5	22
Westside Union						
Anaverde Hills	K-8	659	63	0	0	0
Del Sur Senior Elementary	K-8	741	57	0	1	1
Joe Walker Middle	6-8	736	29	1	0	6
Leona Valley Elementary	K-8	251	21	0	1	0
Quartz Hill Elementary	K-6	813	70	4	0	0
Rancho Vista Elementary	K-6	866	64	0	0	0
Westside Union Total	6	4,066	304	5	2	7
Wilsona						
Challenger Middle	5-8	573	166	5	1	4
Wilsona Total	1	573	166	5	1	4

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Academies of the Antelope Valley High						
Academies of the Antelope Valley High	6-12	665	49	2	1	0
	1	665	49	2	1	0
Aveson Global Leadership Academy						
Aveson Global Leadership Academy	6-12	222	12	10	3	7
	1	222	12	10	3	7
California Pacific Charter- Los Angeles 8						
California Pacific Charter- Los Angeles 8	K-12	351	13	0	0	0
	1	351	13	0	0	0
California School of the Arts - San Gabriel Valley						
California School of the Arts - San Gabriel Valley	K-6	945	9	0	16	20
	1	945	9	0	16	20
Compass Charter Schools of Los Angeles						
Compass Charter Schools of Los Angeles	K-12	888	35	0	3	30
	1	888	35	0	3	30
iLEAD Lancaster Charter						
iLEAD Lancaster Charter	K-8	741	13	1	0	3
	1	741	13	1	0	3
Life Source International Charter						
Life Source International Charter	K-8	276	39	0	1	0
	1	276	39	0	1	0
Pasadena Rosebud Academy						
Pasadena Rosebud Academy	K-8	152	10	4	1	0
	1	152	10	4	1	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - MONITORING PROFILE for 2022-2023

Fifth Supervisorial District			Teacher Assignment Monitored¹				
Local Education Agency & School	Grade Levels	2022-2023 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment	
Plainview Academic Charter Academy							
Plainview Academic Charter Academy	K-5	285	99	0	0	0	
	1	285	99	0	0	0	
PUC CALS Middle School and Early College High							
PUC CALS Middle School and Early College High	6-12	373	37	6	1	1	
	1	373	37	6	1	1	
PUC Inspire Charter Academy							
PUC Inspire Charter Academy	6-8	195	58	0	1	1	
	1	195	58	0	1	1	
Santa Clarita Valley International							
Santa Clarita Valley International	K-12	766	36	10	3	0	
	1	766	36	10	3	0	
5th Supervisorial Totals		72	49,891	8,222	270	60	199
Los Angeles County Totals		311	183,471	39,733	1,074	168	888

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <http://data1.cde.ca.gov/dataquest/> in September 2023.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 FACILITIES - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Acton-Agua Dulce Unified	-	-	-	-	-	-	-	-	-	-
Antelope Valley Union	-	-	-	-	-	-	-	-	-	-
Arcadia Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	3	1	1	-	5	3	1	1	-	5
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Burbank Unified	-	-	-	-	-	-	-	-	-	-
Castaic Union	-	-	-	-	-	-	-	-	-	-
Charter Oak Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
Eastside Union	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union HS	-	-	-	-	-	-	-	-	-	-
Glendale Unified	-	-	-	-	-	-	-	-	-	-
Glendora Unified	-	-	-	-	-	-	-	-	-	-
Gorman	-	-	-	-	-	-	-	-	-	-
Hughes-Elizabeth Lakes Union	1	-	-	-	1	1	-	-	-	1
Keppel Union	1	-	2	-	3	1	-	2	-	3
La Canada	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lancaster	-	-	1	-	1	-	-	1	-	1

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 FACILITIES - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Los Angeles Unified	92	22	111	15	240	92	22	111	15	240
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Newhall	-	-	-	-	-	-	-	-	-	-
Palmdale	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	-	-	1	-	1	-	-	1	-	1
Pomona Unified	4	4	5	3	16	4	4	0	3	11
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
San Marino Unified	-	-	-	-	-	-	-	-	-	-
Saugus Union	-	-	-	-	-	-	-	-	-	-
South Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Sulphur Springs Union	-	-	-	-	-	-	-	-	-	-
Temple City Unified	1	-	-	-	1	1	-	-	-	1
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Westside Union	-	-	-	-	-	-	-	-	-	-
William S. Hart Union	-	-	-	1	1	-	-	-	1	1
Wilsona	-	-	-	-	-	-	-	-	-	-
Totals	102	27	121	19	269	102	27	116	19	264

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Acton-Agua Dulce Unified	-	-	-	-	-	-	-	-	-	-
Antelope Valley Union	-	-	-	-	-	-	-	-	-	-
Arcadia Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Burbank Unified	-	-	-	-	-	-	-	-	-	-
Castaic Union	-	-	-	-	-	-	-	-	-	-
Charter Oak Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
Eastside Union	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union HS	-	-	-	-	-	-	-	-	-	-
Glendale Unified	-	-	-	-	-	-	-	-	-	-
Glendora Unified	-	-	-	-	-	-	-	-	-	-
Gorman	-	-	-	-	-	-	-	-	-	-
Hughes-Elizabeth Lakes Union	-	-	-	-	-	-	-	-	-	-
Keppel Union	-	-	-	-	-	-	-	-	-	-
La Canada	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lancaster	-	-	1	-	1	-	-	1	-	1

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Los Angeles Unified	-	1	1	-	2	-	1	1	-	2
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Newhall	-	-	-	-	-	-	-	-	-	-
Palmdale	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Pomona Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
San Marino Unified	-	-	-	-	-	-	-	-	-	-
Saugus Union	-	-	-	-	-	-	-	-	-	-
South Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Sulphur Springs Union	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Westside Union	-	-	-	-	-	-	-	-	-	-
William S. Hart Union	-	-	-	1	1	-	-	-	1	1
Wilsona	-	-	-	-	-	-	-	-	-	-
Totals	0	1	2	1	4	0	1	2	1	4

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Acton-Agua Dulce Unified	1	-	-	-	1	0	-	-	-	0
Antelope Valley Union	-	-	-	-	-	-	-	-	-	-
Arcadia Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Burbank Unified	-	-	-	-	-	-	-	-	-	-
Castaic Union	-	-	-	-	-	-	-	-	-	-
Charter Oak Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
Eastside Union	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union HS	-	-	-	-	-	-	-	-	-	-
Glendale Unified	-	-	-	-	-	-	-	-	-	-
Glendora Unified	-	-	-	-	-	-	-	-	-	-
Gorman	-	-	-	-	-	-	-	-	-	-
Hughes-Elizabeth Lakes Union	-	-	-	-	-	-	-	-	-	-
Keppel Union	-	-	2	-	2	-	-	2	-	2
La Canada	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lancaster	-	-	1	-	1	-	-	1	-	1

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2022-2023 - TEACHER VACANY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Los Angeles Unified	-	1	4	-	5	-	1	4	-	5
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Newhall	-	-	-	-	-	-	-	-	-	-
Palmdale	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	3	-	-	-	3	0	-	-	-	0
Pomona Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
San Marino Unified	-	-	-	-	-	-	-	-	-	-
Saugus Union	-	-	-	-	-	-	-	-	-	-
South Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Sulphur Springs Union	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Westside Union	-	-	-	-	-	-	-	-	-	-
William S. Hart Union	-	-	-	-	-	-	-	-	-	-
Wilsona	-	-	-	-	-	-	-	-	-	-
Totals	4	1	7	0	12	0	1	7	0	8

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

Board Meeting –November 14, 2023

Item VI. Consent Calendar Recommendations

A. Acceptance of Project Funds No. 55

The Superintendent recommends that the County Board accept funds from the California Department of Education for the College and Career Access Pathways Grant. LACOE Division of Student Programs will establish agreements with community colleges to enable student access to dual enrollment opportunities at the Road to Success Academy at Campus Kilpatrick.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
College and Career Access Pathways Grant	\$100,000	07/01/2023 to 06/30/2027

Item VI. Consent Calendar Recommendations

B. Acceptance of Project Funds No. 56

The Superintendent recommends that the County Board accept funds from the California Department of Justice for the Tobacco Grant Programs' grant award. The grant funds are to be used to enforce local ordinances and state laws related to the illegal sale and marketing of tobacco products, including e-cigarettes, to minors and youth. The grant will be used to perform public education outreach, carry out enforcement operations and inspections at retail locations in the proximity of school zones, and create media awareness campaigns that are designed and implemented by youth. Funding is made available by the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 (Prop. 56) increasing taxes on cigarettes and other tobacco products. This is a reimbursement grant; the California Department of Justice will reimburse LACOE for approved expenditures upon receipt of invoices. The Request for Indirect Rate Form reflecting a 5% indirect/admin cost allowed by the funder was submitted and approved. This new grant are additional funds to support all LEAs (K-12) in Los Angeles County, including LACOE's schools, seeking specific support in addressing tobacco/vape use through alternative means of correction/intervention structures and youth engagement.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
Tobacco Grant Award	\$1,483,149	07/01/2023 to 06/30/2024

Board Meeting – November 14, 2023

Item VI. Consent Calendar Recommendations

C. Acceptance of Gifts No. 8

The Superintendent recommends that the County Board accept a monetary donation from the California Credit Union in the amount of \$1,250.00 to support the ACSA Region 14 & 15 and Superintendents Breakfast meeting, which will be held on December 1, 2023, during the Annual California School Boards Association (CSBA) Conference.

Board Meeting – November 14, 2023

Item VI. Consent Calendar Recommendations

D. Adoption of Board Resolution No. 20: National Special Education Day, December 2, 2023

The Superintendent recommends that the County Board adopt Board Resolution No. 20. The Superintendent further recommends that the County Board proclaim December 2, 2023 as National Special Education Day and calls on districts, schools and community organizations in Los Angeles County to observe this day with appropriate programs and activities and to help spread the important message that people with disabilities deserve a high-quality education and appropriate support services.

The Board resolution is shown on the following page.

NEXT STEPS:

- LACOE's Division of Special Education is available to support all LEAs, Charter Schools, SELPAs and community partners with professional development, training, technical assistance and thought partnering. We are also the California State Special Education Resource Lead for students with the most extensive support needs and participate in supporting several early learning inclusion initiatives.
- In celebration and commemoration of National Special Education Day, DSE will have an updated Accessibility Passport, with tips for helping all students access academics, available in print or electronically.

BOARD RESOLUTION

NO. 20: 2023-24

National Special Education Day, December 2, 2023

WHEREAS, Special Education Day marks the anniversary of the nation's first federal special education law, signed by President Gerald Ford on December 2, 1975; and

WHEREAS, Special Education Day began in 2005, marking the 30th anniversary of the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the California Department of Education encourages the recognition of Dec. 2nd as National Special Education Day; and

WHEREAS, LACOE recognizes the importance that words matter and from here on will use people-first language, putting the person before the disability; and

WHEREAS, LACOE values all students with and without disabilities and recognizes all students have a right to engage in learning, benefit from meaningful instruction, have friends and be full members of their school communities; and

WHEREAS, public schools must support ALL students: infants, children and young adults with disabilities, while providing essential special education services that empower students to achieve their full academic potential; and

WHEREAS, LACOE's Division of Special Education and LACOE's Special Education Local Plan Areas provide technical support, collaboration and professional development to school staff who serve students with disabilities – with a core focus on equity, access, and inclusion; and

WHEREAS, LACOE promotes inclusion and belonging; we believe that all students eligible for special education are general education students first and deserve to be educated in the general education environment alongside nondisabled peers with access to all school programs and activities; and

WHEREAS, the impact of the COVID-19 pandemic has made learning difficult for many students, particularly for students with disabilities; LACOE's Division of Special Education has continued to remain at the forefront of the application of new legislation, case law and evidence-based practices to deliver professional development offerings and guidance which address learning loss, continued academic growth and the understanding of student behaviors; and

WHEREAS, Special Education Day is an opportunity to acknowledge the continued need to work together as educators, parents, families, administrators and staff to provide all special education students with the highest educational experience; and

WHEREAS, Special Education Day is a time to celebrate students with disabilities in Los Angeles County and their families, teachers and school/district administrators; and

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education hereby proclaims December 2, 2023 as National Special Education Day and calls on districts, schools and community organizations in Los Angeles County to observe this day with appropriate programs and activities and to help spread the important message that people with disabilities deserve a high-quality education and appropriate support services.

ADOPTED this 14th day of November, 2023, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – November 14, 2023

Item VI. Consent Calendar Recommendations

E. Adoption of Board Resolution No. 21: International Migrants Day, December 18, 2023

The Superintendent recommends that the County Board adopt Board Resolution No. 21. The Superintendent further recommends that the County Board declare December 18 as International Migrants Day and encourages districts and communities to observe this day by commemorating the often difficult journeys of immigrants, honoring the contributions made by migrants worldwide and promoting respect for their human rights and fundamental freedoms.

The Board resolution is shown on the following page.

NEXT STEPS:

- Send out LACOE Communication to the 80 districts to encourage districts, schools, and community organizations to observe this day by commemorating the often-difficult journeys of immigrants, honoring the contributions made by migrants worldwide and promoting respect for their human rights and fundamental freedoms.
- LACOE's Immigrant Relations Program will share the following list of books with districts:
 - A Nation of Immigrants, by John F. Kennedy (Young Adult)
 - What is a Refugee? By Elisa Gravel (Ages 3-7)
 - The Name Jar, by Yangsook Choi (Ages 4-8)
 - Dreamers, by Yuyi Morales (Ages 4-8)
 - When Stars Are Scattered, by Victoria Jamieson and Omar Mohamed (Ages 8-12)
 - Americanized: Rebel Without a Green Card, by Sara Saedi (Young Adult)
- LACOE's Immigrant Relations Program will share with school districts, stakeholders, and community members on upcoming events that support International Migrants Day.
- Encourage school districts to incorporate International Migrants Day activities such as learning more about students' native country (food, art, music, sports, etc.) and other school assignments that promote understanding, empathy, and respect for migrants.
- Use of social media platforms to raise awareness about International Migrants Day. Create dedicated hashtags, share informative posts, success stories of migrants, and relevant news articles.

BOARD RESOLUTION

NO. 21: 2023-24

International Migrants Day (December 18, 2023)

WHEREAS, on December 18, 1990, the United Nations (UN) General Assembly adopted a resolution on the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; and to bring awareness that Migrants are not only workers, they are also human beings that play a vital role in the global economy.

WHEREAS, each year on December 18, the International Organization for Migration observes International Migrants Day to highlight the contributions made by migrants worldwide and promote respect for their human rights; and this serves to all of us that migration is a shared global experience, one that is interwoven into the fabric of our societies, economies, and cultures.

WHEREAS, the UN proclamation of International Migrants Day is an important step offering a rallying point for all those concerned with the protection of migrants; and this observance encourages global cooperation and effort to address the challenges and problems faced by migrants, while also celebrating the vigor and cultural diversity they bring to their communities.

WHEREAS, in Los Angeles County 22% of children live in mixed status families, with at least one immigrant parent¹; and it is essential to recognize and respect the complex realities and challenges faced by immigrant families, while also acknowledging their resilience and the positive impact they have in society.

WHEREAS, LACOE recognizes that the COVID-19 pandemic has had a disproportionate impact on immigrant families, many of whom served as essential workers providing key services to support our communities; many of these families have experienced hardship due to fear accessing public services would leave them vulnerable to deportation; LACOE further recognizes that the fear of accessing public services due to misinformation of “risks” of deportation has compounded these hardships, creating barriers to essential support such as healthcare, food assistance, education, and economic relief.

WHEREAS, LACOE is committed to protecting the constitutional right of all children to receive a free public education regardless of their immigration status; and is dedicated to advocating for policies and practices that uphold this right, ensuring that schools remain safe spaces for all students and that all children, have equal access to educational opportunities.

WHEREAS, LACOE, especially through its Immigrant Relations Program, Multilingual Academic Support Unit, Migrant Education Program, and Student Support Services Unit, is working to ensure immigrant and refugee students are provided safe and welcoming learning environments and have the needed resources to be healthy, to feel safe and supported, and to thrive and to feel that they belong in schools and in our communities; we continue to strive to ensure that all students have access to the necessary resources and support systems to succeed academically, socially, and emotionally.

WHEREAS, LACOE continues to offer its full support to LA County’s 80 school districts and LEAs in addressing the needs of immigrant and refugee students and their families; this includes providing LEAs with Technical Assistance, and the necessary tools needed to support immigrant and refugee students. In addition to providing resources for socio-emotional support and advocating for policies that protect the rights of students.

WHEREAS, Schools are at the center of communities as trusted messengers for immigrant children and their families, and LACOE’s Immigrant Relations aims to empower school districts, parents and students; provide timely information and response to needs around immigration laws and policies; facilitate navigation of services for immigrant communities; and ensure school compliance to policies that protect students and their families; and serve as a liaison for immigrant communities in LA County by creating meaningful connections between nonprofit agencies, schools, students, and parents.

WHEREAS, LACOE celebrates the cultural mosaic that makes up its workforce and recognizes and appreciates the valuable contributions of immigrants among its staff; and strives to be a leader in equity, diversity and inclusion; and by fostering an environment where differences are valued and inclusivity is championed. We acknowledge that our diverse staff bring unique perspectives, ideas, and experiences that enrich the organization and its mission.

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education hereby declares December 18 as International Migrants Day and encourages districts and communities to observe this day by commemorating the often difficult journeys of immigrants, honoring the contributions made by migrants worldwide and promoting respect for their human rights and fundamental freedoms.

ADOPTED this 14th day of November, 2023, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting — November 14, 2023

Item VII. Recommendations

- A. Approval of First Reading of Board Policy (BP) 1113 (Websites); BP 3555 (Nutrition Program Compliance); BP 5131.9 (Academic Honesty); BP 5141.5 (Mental Health); BP 5145.6 (Parental Notifications); BP 6146.1 (High School Graduation Requirements); BP 6146.4 (Differential Graduation and Competency Standards for Students); BP 6154 (Homework/Makeup Work); BP 6159.2 (Nonpublic, Nonsectarian School and Agency Services for Special Education); BP 6162.5 (Student Assessment); BP 6173.4 (Education for American Indian Studies); BP 1312.3 (Uniform Complaint Procedures); and BP 0410 (Nondiscrimination in LACOE Programs and Activities) (Enclosure)

Note: The Board Policies were presented to the County Board on October 17, 2023.

Community Relations

BP 1113(a)

WEBSITES

The County Board encourages the development and ongoing maintenance of websites for LACOE and its programs as key vehicles for communicating with stakeholders and the public. Website development and content management shall be done in accordance with LACOE's strategic communications plan.

(cf. 0000 - Vision)
(cf. 0440 - LACOE Technology Plan)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1114 - LACOE-Approved Social Media)
(cf. 1230 - School-Connected Organizations)
(cf. 1260 - Educational Foundation)
(cf. 4040 - ~~Employee~~ Acceptable Use of Technology)
(cf. 6020 - Parent Involvement)

LACOE's design standards shall address the accessibility of LACOE websites and LACOE school websites to individuals with disabilities, including compatibility with commonly used assistive technologies.

(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)

Website Content

The County Superintendent or designee shall develop **legally compliant** content guidelines for LACOE and school websites and assign staff to review and approve content prior to posting.

LACOE websites and other LACOE-produced media shall not include content that is obscene, libelous, or slanderous, or which creates a clear and present danger of inciting students to commit unlawful acts, violate school rules, or substantially disrupt the school's orderly operation.

(cf. 4040 - ~~Employee~~ Acceptable Use of Technology)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5131 - ~~Students~~ Conduct)
(cf. 6163.4 - Student Use of Technology)

The County Superintendent or designee should ensure that copyright laws are not violated in the use of material on any LACOE-sanctioned websites and in other LACOE-produced media.

(cf. 4132/4232/4332 - Publication or Creation of Materials)
(cf. 6162.6 - Use of Copyrighted Materials)

Advertising on LACOE websites may be accepted under the same restrictions and conditions set forth in law, County Board policy, and administrative regulations pertaining to advertising in LACOE publications.

(cf. 1325 - Advertising and Promotion)
(cf. 3312 - Contracts)

Yellow highlight = Revisions from October 17, 2023

WEBSITES (continued)

Privacy Rights

The County Superintendent or designee shall ensure that ~~web-site~~ website content and other LACOE-produced media protect the privacy rights of students, parents/guardians, staff, County Board members, and other individuals.

(cf. 1340 - Access to Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on LACOE's public websites.

(cf. 5125.1 – Release of Directory information)

Employees' house addresses, personal telephone numbers, and personal email addresses shall not be posted on LACOE's public websites.

City of San Jose v. Superior Court, (2017) 2 Cal.5th 608

No photograph, video, or voice recording of any student shall be published without prior written consent of the minor's parent/guardian.

LACOE shall not publish confidential information that identifies the nature of a student's disability.

(cf. 5022 – Student and Family Privacy Rights)

LACOE websites and other LACOE-produced media shall not post the home address or telephone number of any appointed official including, but not limited to, a County Board member, without the prior written permission of that individual. (Government Code ~~6254.21~~ 7928.205, 6254.24, 7920.535)

Legal Reference: (see next page)

WEBSITES (continued)

Legal Reference:

EDUCATION CODE

35182.5 *Contracts for advertising*
35258 *Internet access to school accountability report cards*
48907 *Exercise of free expression; rules and regulations*
48950 *Speech and other communication*
49061 *Definitions, directory information*
49073 *Release of directory information*
60048 *Commercial brand names, contracts or logos*

GOVERNMENT CODE

3307.5 *Publishing identity of public safety officers*
~~6254.24~~ 7928.205 *Publishing addresses and phone numbers of officials*
~~6254.24~~ 7920.535 *Definition of public safety official*

UNITED STATES CODE, TITLE 17

101-1101 *Federal copyright law*

UNITED STATES CODE, TITLE 20

1232g *Federal Family Educational Rights and Privacy Act (FERPA)*

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 *Children's Online Privacy*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

104.1-104.61 *Nondiscrimination on the basis of disability*

COURT DECISIONS

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112
Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37
Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982) 457 U.S. 853
City of San Jose v. Superior Court, (2017) 2 Cal.5th 608

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Community Leadership, 1996

WEBSITES

CSBA: <http://www.csba.org>
California School Public Relations Association: <http://www.calspra.org>
National School Public Relations Association: <http://www.nspr.org>
U.S. Department of Education, Office for Civil Rights: <https://www.2.ed.gov/about/offices/list/ocr>

Business and Noninstructional Operations

BP 3555(a)

NUTRITION PROGRAM COMPLIANCE

The County Board recognizes LACOE’s responsibility to comply with state and federal nondiscrimination laws as they apply to LACOE’s nutrition programs. LACOE shall not deny any individual the benefits or service of any nutrition program or discriminate on any basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Compliance Coordinator

~~LACOE has designated the compliance officer specified in AR 1312.3 – Uniform Complaint Procedures, as LACOE’s civil rights coordinator to ensure compliance with the laws governing LACOE’s nutrition programs and to investigate any related complaints.~~

The County Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, to ensure compliance with the laws governing LACOE’s nutrition programs. The compliance officer specified in AR 1312.3 - Uniform Complaint Procedures, is designated as LACOE’s coordinator to ensure compliance with the laws governing LACOE’s nutrition programs and to investigate any related complaints.

(cf. 1312.3 - Uniform Complaint Procedures)

The responsibilities of the compliance coordinator include, but are not limited to:

1. Providing the name of the compliance coordinator, the Section 504 coordinator, and the Title IX coordinator, if different from the compliance coordinator to the California Department of Education (CDE) and other interested parties
2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff. The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.
3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs
4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants

NUTRITION PROGRAM COMPLIANCE (continued)

5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below.
6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities
8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet
9. Implementing procedures to process and resolve civil rights ~~(complaints, including alleged discrimination)~~ complaints on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability, and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary.
10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster or a substitute poster approved by ~~the~~ USDA's Food and Nutrition Service is displayed in areas visible to LACOE's nutrition program participants, such as food service areas and school offices.

The compliance coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs, including program requirements and program availability. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be filed anonymously or by a third party.

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, in a prominent location, ~~a~~ the most current version of the nondiscrimination statement provided by USDA about LACOE's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against LACOE.

NUTRITION PROGRAM COMPLIANCE (continued)

Forms of communication requiring this nondiscrimination statement include, but are not limited to, websites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, menus, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on LACOE's website, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

~~Pursuant to 5 CCR 15582, a~~ A complaint alleging discrimination in LACOE'S nutrition program(s) on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at any of the following: (5 CCR 15582)

~~U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service – English deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service – Spanish), fax (202) 690-7442, or email program.intake.usda.gov.~~

Mail: U.S. Department of Agriculture,
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

Phone: (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish)

Fax: (833) 256-1665 or (202) 690-7442

Email: Program.Intake.@usda.gov

~~All other complaints alleging discrimination in any LACOE child nutrition program shall be investigated and resolved by LACOE using the process identified in AR 1312.3 – Uniform Complaint Procedures.~~

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

Complaints Regarding Noncompliance with Program Requirements

NUTRITION PROGRAM COMPLIANCE (continued)

~~A complaint alleging noncompliance with child nutrition program requirements may be filed by a student or the student's parent/guardian by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)~~

Any complaint alleging that LACOE has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses in relation to any child nutrition program specified in Education Code 49550-49564.5 shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints against a program operator that is not an educational agency shall be filed with or referred to CDE. (5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's ~~parent/guardian~~ duly authorized representative by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

1. A statement that LACOE has violated a law or regulation relating to its child nutrition program
2. The facts on which the statement is based
3. The name of LACOE or the school against which the allegations are made
4. The complainant's contact information
5. The name of the student if alleging violations regarding a specific student

LACOE shall investigate and prepare a written report in accordance with 5 CCR 4631. The report shall be sent to the complainant within 60 days of LACOE's receipt of the complaint, unless extended by written agreement with the complainant. (5 CCR 4631, 15583)

If the complainant is not satisfied with the findings in LACOE's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632). Any complaint alleging that LACOE has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of ~~cafeteria~~ funds and allowable expenses shall be directly filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Legal References (see next page)

NUTRITION PROGRAM COMPLIANCE (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
42238.01 Definitions for purposes of funding
48985 Notices to parents in language other than English
49060-49079 Student records
49490-49590 Child nutrition programs

PENAL CODE

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act
1681-1688 Discrimination based on sex or blindness, Title IX

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.19 National School Lunch Program, additional responsibilities
210.23 National School Lunch Program, district responsibilities
215.7 Special Milk Program, requirements for participation
215.14 Special Milk Program, nondiscrimination
220.7 School Breakfast Program, requirements for participation
220.13 School Breakfast Program, special responsibilities of state agencies
225.3 Summer Food Service Program, administration

225.7 Summer Food Service Program, program monitoring and assistance

225.11 Summer Food Service Program, corrective action procedures

226.6 Child and Adult Care Food Program, state agency administrative responsibilities

250.15 Out-of-condition donated foods, food recalls, and complaints

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Nondiscrimination on the basis of disability, public accommodations, auxiliary aids and service

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Legal references (continued next page)

NUTRITION PROGRAM COMPLIANCE (continued)

Legal references (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs, June 2018

U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE PUBLICATIONS

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

U.S. Department of Agriculture Publication

Application of Bostock v. Clayton County to Program Discrimination Complaint Processing – Policy Update, CRD 01-2022, May 2022

U. S. Department of Agriculture Publication

USDA Nondiscrimination Statement, December 2022

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>

U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/oc>

Students

ACADEMIC HONESTY

The County Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

The County Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators, and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

Prohibited and Permitted Technology Use

As LACOE's standards for academic achievement are designed to challenge all students to reach their full potential in acquiring the knowledge and skills needed for success in postsecondary education, employment, and responsible citizenship, any use of technology that prevents or inhibits a student from achieving these standards is prohibited. Prohibited uses include, but are not limited to, using technology primarily or solely for the completion of coursework as a student's original work and generating answers to mathematical, scientific, or analytical problems.

Permitted uses of technology include, but are not limited to, conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications.

Additionally, consistent with the limitations expressed in this policy and with teacher consent, students may also use technology to assist with assessments, homework, and/or makeup work or other uses approved by the teacher.

However, a student with a disability shall be permitted to use technology for any purpose identified in the student's individualized education program as a tool to support the student's learning. If an employee suspects that a student has used technology in violation of this policy, the student shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy.

Any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student, and the student's parent/guardian as appropriate.

The County Superintendent or designee may provide training to staff regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

Legal References:

<u>State</u>	<u>Description</u>
<u>Ed. Code 35291-35291.5</u>	<u>Rules</u>
<u>Ed. Code 56341.1</u>	<u>Assistive technology devices for a student with a disability</u>
<u>Federal</u>	<u>Description</u>
<u>20 USC 1401</u>	<u>Assistive technology device; definition</u>
<u>Management Resources</u>	<u>Description</u>
<u>Website</u>	<u>CSBA District and County Office of Education Legal Services</u>
<u>Website</u>	<u>Metropolitan Educational Research Consortium</u> <u>(https://merc.soe.vcu.edu/)</u>
<u>U.S. Department of Education, Office of Educational Technology Publication</u>	<u>Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023</u> <u>(https://www2.ed.gov/documents/ai-report/ai-report.pdf)</u>
<u>Metropolitan Educational Research Consortium Publication</u>	<u>Balancing the Benefits and Risks of AI Large Language Models in K12 Public Schools, 2023</u> <u>(https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1133&context=merc_pubs)</u>

Cross References:

<u>Code</u>	<u>Description</u>
<u>5131</u>	<u>Conduct</u>
<u>5131.8</u>	<u>Mobile Communication Devices</u>
<u>5137</u>	<u>Positive School Climate</u>
<u>5144</u>	<u>Discipline</u>
<u>5144</u>	<u>Discipline</u>
<u>6000</u>	<u>Concepts And Roles</u>
<u>6141</u>	<u>Curriculum Development and Evaluation</u>
<u>6159</u>	<u>Individualized Education Program</u>
<u>6162.54</u>	<u>Test Integrity/Test Preparation</u>
<u>6162.6</u>	<u>Use Of Copyrighted Materials</u>
<u>6162.6</u>	<u>Use Of Copyrighted Materials</u>
<u>6163.4</u>	<u>Student Use of Technology</u>

Policy
 Adopted:

LOS ANGELES COUNTY OFFICE OF EDUCATION
 Downey, California

Students

BP 5141.5(a)

MENTAL HEALTH

The County Board recognizes that students' emotional well-being and mental health ~~contribute~~ are critical to their ability to perform to their full academic and personal potential. The County Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build students' resiliency skills, help students including digital resilience, increase social connections, and cope with life challenges; ~~and reduce the stigma associated with mental illness.~~

The County Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

~~(cf. 1220 – Citizen Advisory Committees)
(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)~~

To the extent possible, LACOE shall focus on preventive strategies that increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. LACOE shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and LACOE policy.

~~(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)~~

LACOE shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

~~(cf. 6142.8 - Comprehensive Health Education)~~

The County Superintendent or designee shall provide school staff with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Such training shall also provide instruction on how to maintain student privacy and confidentiality. Behavioral health information and training

MENTAL HEALTH (continued)

may also be provided to parents/guardians, students, and families. (Education Code 49428.15)

~~(cf. 1312.1 – Complaints Concerning LACOE Employees)~~
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5141.52 - Suicide Prevention)

The County Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The County Superintendent or designee may establish LACOE-wide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting. Each school site shall have a designee who shall coordinate with the County Superintendent or designee to ensure compliance with this policy.

At least twice per school year, the County Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students
2. Including the information, at the beginning of the school year, in the parent handbook for parents/guardians and in student orientation materials or a student handbook
3. Posting the information on the school’s website or social media

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes
2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors
3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers

MENTAL HEALTH (continued)

4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy
5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near LACOE schools.

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

The County Superintendent or designee shall explore potential funding sources for LACOE programs and services that support student's mental health. In accordance with local plans and priorities, LACOE may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

MENTAL HEALTH (continued)

Legal Reference:

EDUCATION CODE

215-216 Student suicide prevention

234.6 Bullying and harassment prevention information

32280-32289.5 School safety plans

49060-49079 Student records

49428.1 Student mental health referral protocols

49428.15 Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health

49428.5 Student mental health poster

49600 Responsibilities of school counselors

49602 Counseling and confidentiality of student information

49604 Suicide prevention training for school counselors

51925-51929 Mandatory mental health education

56171 Duty to identify and assess children in private schools who need special education services

56300-56385 Identification and referral; assessment, instructional planning

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5840-5840.8 Prevention and early intervention programs

5850-5886 Children's Mental Health Services Act

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Nondiscrimination on the basis of disability

CODE OF FEDERAL REGULATIONS, TITLE 34

34 CFR 300.1-300.818 Individuals with Disabilities Education Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

Youth Behavioral Health Training Programs (<https://www.cde.ca.gov/ls/mh/ec49428.15.asp>)

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

US DEPARTMENT OF EDUCATION PUBLICATIONS

Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, April 2023 (<https://oese.ed.gov/files/2023/04/23-0083.BSCA-FAQs.pdf>)

US DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023 (<https://www.hhs.gov/sites/default/files/surgeon-general-social-connection-advisory.pdf>)

MENTAL HEALTH (continued)

NATIONAL CHILD TRAUMATIC STRESS NETWORK PUBLICATIONS
Child Trauma Toolkit for Educators, 2008

WEBSITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <https://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <https://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Mental Health Services: <http://www.dhcs.ca.gov/services/MH>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <https://www.nasponline.org>

National Child Traumatic Stress Network: <https://www.nctsn.org>

National Council for Behavioral Health, Mental Health First Aid: <https://www.mentalhealthfirstaid.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>

Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>

*U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration:
<http://www.samhsa.gov>*

Office of the Surgeon General (<https://www.hhs.gov/surgeongeneral/index.html>)

Policy
adopted: June 16, 2020

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Students

BP 5145.6(a)

PARENTAL NOTIFICATIONS

The County Board recognizes that notifications are essential to effective communication between the school and the home. The County Superintendent or designee will send parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications the County Superintendent or designee believes will promote parental understanding and involvement.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 6020 - Parent Involvement)

The notice required pursuant to Education Code 48980 shall be sent at the beginning of each academic year, or upon enrollment whenever a student enrolls during the school year, and may be provided either by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 48981, 48982)

If any activity specified in Education Code 48980 will be undertaken by any school during the forthcoming school term, the notice shall state that fact and the approximate date on which any such activity will occur. No such activity shall be undertaken with respect to any particular student unless the student's parent/guardian has been informed of such action through the annual notification or other separate special notification. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

When necessary, LACOE shall provide notifications to qualified individuals with disabilities in alternative formats, such as braille, large font, or audio recordings, to enable such individuals to effectively participate in any program, service, or activity, as required by law.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. Whenever an employee learns that a student's parent/guardian is for any reason unable to understand LACOE's printed notifications, the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

PARENTAL NOTIFICATIONS (continued)

(cf. 6174 - Education for English Language Learners)

Legal Reference

EDUCATION CODE

- 221.5 Prohibited sex discrimination*
- 231.5 Sexual harassment policy*
- 262.3 Appeals for discrimination complaints; information regarding availability of civil remedies*
- 310 Structured English immersion program*
- 440 English language proficiency assessment; instruction in English language development*
- 17288 Building standards for university campuses*
- 17612 Notification of pesticide use*
- 32221.5 Insurance for athletic team members*
- 32255-32255.6 Right to refuse harmful or destructive use of animals*
- 32390 Fingerprint program; contracts; funding; consent of parent/guardian*
- 35160.5 Extracurricular and cocurricular activities*
- 35178.4 Notice of accreditation status*
- 35183 School dress codes; uniforms*
- 35186 Complaints concerning deficiencies in instructional materials and facilities*
- 35256 School Accountability Report Card*
- 35291 Rules for student discipline*
- 35292.6 School Maintenance*
- 37254 Intensive instruction for students who have not passed High School Exit Examination*
- 37616 Consultation regarding year-round schedule*
- 39831.5 School bus rider rules and information*
- 44808.5 Permission to leave school grounds*
- 46010.1 Notice regarding excuse to obtain confidential medical services*
- 46014 Regulations regarding absences for religious purposes*
- 46600-46611 Interdistrict attendance agreements*
- 48000 Minimum age of admission*
- 48070.5 Promotion or retention of students*
- 48204 Residency requirements*
- 48205 Absence for personal reasons*
- 48206.3 Students with temporary disabilities; individual instruction; definitions*
- 48207-48208 Students with temporary disabilities in hospitals*
- 48213 Prior notice of exclusion from attendance*
- 48216 Immunization*
- 48260.5 Notice regarding truancy*
- 48262 Need for parent conference regarding truancy*
- 48263 Referral to school attendance review board or probation department*
- 48432.5 Involuntary transfers of students*
- 48900.1 Parental attendance required after suspension*
- 48904 Liability of parent/guardian for willful student misconduct*
- 48904.3 Withholding grades, diplomas, or transcripts*
- 48906 Notification of release of student to peace officer*
- 48911 Notification in case of suspension*
- 48911.1 Assignment to supervised suspension classroom*
- 48912 Closed sessions; consideration of suspension*
- 48915.1 Expelled students; enrollment in another district*
- 48916 Readmission procedures*

Legal Reference (see next page)

PARENTAL NOTIFICATIONS (continued)

BP 5145.6(c)

Legal Reference (continued)

- 48918 Rules governing expulsion procedures
- 48980 Required notification at beginning of term
- 48980.3 Notification of pesticide use
- 48981 Time and means of notification
- 48982 Parent signature acknowledging receipt of notice
- 48983 Contents of notice
- 48984 Activities prohibited unless notice given
- 48985 Notices to parents in language other than English
- 48986 Safe storage of firearms
- 48987 Child abuse information
- 49013 Use of uniform complaint procedures for complaints regarding student fees
- 49063 Notification of parental rights
- 49067 Student evaluation; student in danger of failing course
- 49068 Transfer of permanent enrollment and scholarship record
- 49069 Absolute right to access
- 49073 Release of directory information
- 49076 Access to student records
- 49077 Access to information concerning a student in compliance with court order
- 49403 Cooperation in control of communicable disease and immunization
- 49423 Administration of prescribed medication for student
- 49451 Physical examinations: parent's refusal to consent
- 49452.5 Screening for scoliosis
- 49452.6 Type 1 diabetes informational materials
- 49452.7 Information on type 2 diabetes
- 49452.8 Oral health assessment
- 49455.5 Eye examination for purpose of eyeglasses
- 49456 Results of vision or hearing test
- 49472 Insurance
- 49475 Student athletes; concussions and head injuries
- 49476 Student athletes; opioid fact sheet
- 49480 Continuing medication regimen for nonepisodic conditions
- 49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
- 51225.1 Exemption from district graduation requirements
- 51225.2 Course credits
- 51225.3 Graduation requirements; courses that satisfy college entrance criteria
- 51225.31 Graduation from high school; exemption for eligible students with special needs
- 51229 Course of study for grades 7-12
- 51513 Personal beliefs; privacy
- 51749.5 Independent study
- 51938 HIV/AIDS and sexual health instruction
- 52164.1 Census-taking methods; determination of primary language; assessment of language skills
- 52164.3 Reassessment of English learners; notification of results
- 52173 Bilingual education
- 52244 Advanced Placement program
- 54444.2 Migrant education programs; parent involvement
- 56301 Child-find system; policies regarding written notification rights
- 56321 Special education: proposed assessment plan
- 56321.5-56321.6 Notice of parent rights pertaining to special education
- 56329 Written notice of right to findings; independent assessment
- 56341.1 Development of individualized education program; right to audio record meeting
- 56341.5 Individualized education program team meetings
- 56343.5 Individualized education program meetings
- 58501 Alternative schools; notice required prior to establishment
- 60641 Standardized Testing and Reporting Program

PARENTAL NOTIFICATIONS (continued)

Legal Reference (continued)

HEALTH AND SAFETY CODE

1596.857 Right to enter child care facility
1597.16 Licensed child care centers, lead testing
104855 Availability of topical fluoride treatment
120365-120375 Immunizations
120440 Sharing immunization information
124100 Health screening and immunizations

PENAL CODE

627.5 Hearing request following denial or revocation of registration

CODE OF REGULATIONS, TITLE 5

850 Definitions; notification regarding use of California Modified Assessment
863 Standardized Testing and Reporting Program
3052 Behavioral intervention
3831 General standards, Gifted and Talented Education program
4622 Notification of uniform complaint procedures
4631 Uniform complaint procedures; notification of decision and right to appeal
4917 Notification of sexual harassment policy
11303 Reclassification of English learners
11309 Parental exception waivers
11511.5 English language proficiency assessment; test results
11523 Notice of proficiency examinations
18066 Child care policies regarding excused and unexcused absences

CODE OF REGULATIONS, TITLE 17

6040 Time period to obtain needed immunizations

UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act
1232h Privacy rights
1415 Procedural safeguards
6311 State plans
6312 Local education agency plans
6316 Academic assessment and local education agency school improvement
6318 Parental involvement
7012 Instruction in English language development
7908 Armed forces recruiter access to students

UNITED STATES CODE, TITLE 42
1758 Child nutrition programs

CODE OF FEDERAL REGULATIONS, TITLE 7
245.5 Eligibility criteria for free and reduced-price meals
245.6a Verification of eligibility for free and reduced-price meals

CODE OF FEDERAL REGULATIONS, TITLE 34
99.7 Student records, annual notification
99.34 Student records, disclosure to other educational agencies
99.37 Disclosure of directory information
104.32 District responsibility to provide free appropriate public education

Legal Reference (see next page)

PARENTAL NOTIFICATIONS (continued)

Legal Reference (continued)

104.36 Procedural safeguards

104.8 Nondiscrimination

106.9 Dissemination of policy, nondiscrimination on basis of sex

200.61 Teacher qualifications

222.94 Impact Aid; district responsibilities

300.300 Parent consent for special education evaluation

300.322 Parent participation in IEP team meetings

300.502 Independent educational evaluation of student with disability

300.503 Prior written notice regarding identification, evaluation, or placement of student with disability

300.504 Procedural safeguards notice for students with disabilities

300.508 Due process complaint

300.530 Discipline procedures

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

Instruction

BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Academic Requirements for Graduation

1. Definitions
 - a. Academic Requirements: courses required by law and/or the Los Angeles County Board of Education that LACOE students must complete successfully in order to graduate from LACOE educational programs, unless exempted as specified in this policy. These may include college/university courses, vocational courses, and other courses the County Board approves.
 - b. Diploma: is awarded to a pupil who has successfully met the requirements of LACOE's educational program set forth below.
 - c. Certificate of Achievement: the certificate awarded to a pupil with an Individualized Education Plan (IEP) who has completed four years of high school but has not met the requirements for a diploma.
 - d. Certificate of Recognition: the certificate awarded to a pupil with an IEP who has reached their twenty-second (22nd) birthday and is leaving the educational system.
 - e. State-Awarded Certificates: either of the certificates awarded by the State of California to a pupil who has successfully completed the criteria set forth either in Education Code § 51420 (High School Equivalency Exam) or Education Code § 48412 (California High School Proficiency Examination). Either of these certificates is the legal equivalent of a high school diploma.

Students who are exempted from LACOE-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

**Graduation Requirements for Juvenile Court Schools and County Community Schools
Course Requirements**

1. Academic

To obtain a high school diploma, students must successfully complete 220 credits in grades 9-12, which must include the following course work:

- a. Forty (40) credits in English language arts
- b. Twenty (20) credits in mathematics, which must include algebra or a more advanced mathematics course
- c. Twenty (20) credits in science

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

- d. Thirty (30) credits in social sciences, including U.S. history and geography; world history; one semester of American government; and one semester of economics
 - e. Ten (10) credits in visual or performing arts or a world language, which might include American Sign Language or a career and technical education (CTE) course can be applied toward, or any combination of five (5) credits in each of visual or performing arts or a world language, including American Sign Language or CTE
 - f. Twenty (20) credits in physical education; ten (10) credits must be taken in the 9th grade and an additional ten (10) credits taken during grades 10-12, unless the student has been exempted pursuant to provisions of the Education Code
 - g. Five (5) credits in health
 - h. Seventy-five (75) elective credits, any other coursework, including work experience, vocational education, arts and sciences or developmental course (e.g., reading and math intervention) that LACOE has required.
 - i. Pupils enrolled in LACOE educational programs may receive academic credit for coursework completed through college courses and online instruction, provided that LACOE academic requirements are met and such alternative instruction is approved by designated LACOE staff.
2. Assessment Requirements for Diploma

LACOE educational programs may require students to demonstrate minimum proficiency in reading and math on a LACOE-adopted assessment.

Commencement Ceremony

1. LACOE pupils (except those from IPoly or LACHSA) who have earned a diploma or certificate of achievement will be eligible to participate in a commencement ceremony. Students who will complete the LACOE requirements to earn a diploma or certificate of achievement before August 15th of the same year will be allowed to participate in the previous school year commencement ceremony.
2. Any senior who demonstrates chronic absenteeism and/or shows cause to be placed on an attendance, academic, or is on disciplinary probation may lose the privilege of participating in the commencement ceremony.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

3. The ceremony programs will list pupils by their specific diploma or certificate they will receive.

Graduation Requirements for International Polytechnic High School (IPoly)

1. Academic

Between the ninth (9th) and twelfth (12th) grades, pupils enrolled in LACOE's IPoly program must successfully complete a minimum 240 credits to earn an IPoly diploma. This includes 210 credits of required core courses and a minimum of 30 credits in additional courses. The IPoly core course sequence includes the a-g requirements:

- a. Forty (40) credits in English language arts
- b. Forty (40) credits in mathematics
- c. Forty (40) credits in science
- d. Forty (40) credits in social sciences (9th grade social science may be waived for transfer students)
- e. Twenty (20) credits in world language
- f. Twenty (20) credits in physical education
- g. Ten (10) credits in visual and performing arts
- h. Thirty (30) credits in additional required courses
- i. Students must complete 100 hours of community service in order to graduate with an IPoly diploma. Community service hours must be obtained by volunteering for a verified non-profit organization.
- j. Grade-Level Projects: Students must pass grade level project each semester with a grade of 60% or better

During a long-term County-wide or Statewide declared emergency or other unforeseen disaster that would interrupt the school's educational continuity and/or operations, the County Superintendent or designee in collaboration with the IPoly Principal or designee retains the authority to waive or adjust the service hours or work requirements for grade level projects.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Commencement Ceremony

1. Pupils from IPoly who have earned a diploma will be eligible to participate in their own respective commencement ceremonies.
2. Any senior who demonstrates chronic absenteeism and/or shows cause to be placed on attendance, academic, discipline probation (or violates probation) during the second semester of their senior year may lose the privilege of participating in the commencement ceremony.

Graduation Requirements for Los Angeles County High School for the Arts (LACHSA)

1. Academic

Between the ninth (9th) and twelfth (12th) grades, pupils enrolled in LACOE's LACHSA program must successfully complete 225 credits, which must include the following courses in order to receive a diploma. The LACHSA core course sequence includes the a-g requirements:

- a. Forty (40) credits in English language arts
- b. Twenty (20) credits in mathematics which must include algebra or a more advanced mathematics course
- c. Twenty (20) credits in science (life and physical)
- d. Thirty (30) credits in social sciences, including U.S. history and world history; one semester of American government; and one semester of economics
- e. Twenty (20) credits in a world language
- f. Ten (10) credits in fine arts
- g. Twenty (20) credits in physical education
- h. Sixty-five (65) credits in electives

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Commencement Ceremony

1. Pupils from LACHSA who have earned a diploma will be eligible to participate in their own respective commencement ceremonies.
2. Any senior who demonstrates chronic absenteeism and/or shows cause to be placed on attendance, academic, discipline or arts probation (or violates probation) during the second semester of their senior year may lose the privilege of participating in the commencement ceremony.

Graduation Requirements for AB 167, AB 216, AB 1806, AB 2306, AB 365, and AB2121 Exemptions from LACOE-Adopted Graduation Requirements

Prior to the beginning of grade 10, the IEP team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

~~Students in~~ In addition, foster care youth, students experiencing homelessness, former juvenile court school students or probation 602 youth, or children of a military family families, newly arrived immigrant, or a migratory child migrant students who transfer(s) into a LACOE school or between LACOE schools any time after completing a the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be required to complete all graduation requirements specified in Education Code 51225.3 (CDE graduation requirements of 130 core credits) but shall be exempt from any additional LACOE-adopted graduation requirements, unless the County Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of a fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify, any such eligible student shall be notified, and others as required by law, of the availability of the exemption from

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

local graduation requirements and whether he/she the student qualifies for it. (Education Code 51225.1)

~~Assembly Bills 1806, 2306, 365, and 2121 extend the same exemptions mentioned above to homeless pupils experiencing homelessness, incarcerated or formerly incarcerated pupils, pupils of military parents, newly arrived immigrant student who is in the third or fourth year of high school and is participating in a new comer program (i.e., a program designed to meet the academic and transitional needs of newly arrived immigrant students (within 3 years) that has as a primary objective the development of English language proficiency), and pupils who are migratory children.~~

~~Pursuant to Education Code 51225.1, within 30 calendar days of the transfer of a foster youth, a student experiencing homelessness, former juvenile court school student, child of military family, migrant student, or newly arrived immigrant student participating in a newcomer program, LACOE is required to provide notice to the student of the availability of the exemption and whether the student qualifies. If LACOE fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the student experiencing homelessness homeless student ceases to be homeless, or after the student no longer meets the definition of a child of a military or migrant family, as applicable.~~

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the County Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

~~Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, LACOE or a district school must not require or request that he/she graduate before the end of the fourth year of high school.~~

The County Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from LACOE-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Annually, the County Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of students graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from LACOE-established graduation requirements that are in addition to statewide coursework requirements.

There are five criteria to be eligible for the waiver to graduate with his or her 9th grade cohort:

- The youth must have transferred schools while he or she is in grade 11 or 12, transfers into the school district from another school district or between high schools within the district.
- The youth cannot complete the LACOE graduation requirements within 4 years of high school, and the Education Rights Holder declines a 5th year of high school.
- Education Rights Holder determines that the waiver is in the youth's best interest to graduate under AB 167/216/1806/2306/365/2121.
- The student successfully completes the CDE required minimum courses of 130 core credits.
- The student has an open DCFS case since starting the 11th grade, or experiencing homelessness, or a former juvenile court school student or probation 602 youth, or a child of a military family, or a migratory child since starting the 11th grade, or a newly arrived immigrant within 3 years.

1. Academic

To obtain a LACOE high school diploma, students shall complete 130 credits, from the following courses in grades 9-12, with each course being one year unless otherwise specified:

- a. Thirty (30) credits in English language arts
- b. Twenty (20) credits in mathematics which must include algebra and any other mathematics course
- c. Twenty (20) credits in science (biological science and physical science)
- d. Thirty (30) credits in social studies, including U.S. history and modern world history; one semester of American government; and one semester of economics
- e. Ten (10) credits in visual or performing arts, world language, or career technical education (CTE). (Five [5] maximum from CTE)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

- f. Twenty (20) credits in physical education
2. Assessment Requirements for Diploma

Once the student completes all LACOE course requirements, the counselor will confirm and request the student's diploma. The processing for the diploma takes approximately 3 to 4 weeks. After 4 weeks, the student or individual with education decision-making rights should contact the LACOE Student File Center to request his or her diploma. This can be done in person at Los Angeles County Office of Education, 9300 Imperial Highway, Student File Center, Downey 90242, or by mail, fax, or email. Fax (562) 469-4244 or (562) 469-4346 or email, studentfilecenter@lacoedu.edu.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children and Youth)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

Retroactive Diplomas

~~Education Code 51413, as added by AB 830 (Ch. 641, Statutes of 2017), retains and renumbers the requirement to grant a diploma to students who previously met all applicable graduation requirements other than the requirement to pass the high school exit examination.~~

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, LACOE may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

- 1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

In determining whether to award a diploma under these circumstances, the County Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Former students who were interned by order of the federal government during World War II or who are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school.
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Complaints

If a student or student’s parent/guardian has a complaint regarding academic credits, academic requirements, or the diploma process, that individual should follow the Complaint Policy, 1312.3, and, where appropriate, the Williams Uniform Complaint Procedures, 1312.4.

Legal References (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

BP 6146.1(j)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

47612 ~~Enrollment~~ Average daily attendance in charter school

48200 Compulsory attendance

48204.4 Parents/guardians departing California against their will

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 ~~Acceptance of coursework~~ Former juvenile court school students; enrollment

48980 ~~Required notification at beginning of term~~ Parent/guardian notifications

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 ~~Student in foster care defined; acceptance of coursework, credits, retaking of course~~ Course credits

51225.3 High school graduation

51225.31 Exemption for students with disabilities

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas

51225.6 ~~Compression only~~ Instruction in cardiopulmonary resuscitation

51225.9 Courses of study, grades 7 to 12; career technical education

51228 ~~Graduation requirements~~ Course of study; offerings and timely opportunity

51230 Credit for community emergency response training

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51413 Diplomas

51420-51427 High school equivalency certificates

51430 Retroactive high school diplomas

51440 ~~Retroactive high school diplomas~~ Credit and granting of diploma to veterans and members of the military service

51450-51455 Golden State Seal Merit Diploma

51745 51744-51749.6 Independent study ~~restrictions~~

56390-56392 Recognition for educational achievement, special education

60640 California Assessment of Student Performance and Progress

66204 Certification of high school courses as meeting university admissions criteria

67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

4600-4670 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

<http://www.cde.ca.gov/ta/tg/hs>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Instruction

BP 6146.4(a)

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The County Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the LACOE's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and LACOE assessments.

- (cf. 6159 - Individualized Education Program)*
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*
- (cf. 6162.51 - State Academic Achievement Tests)*
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

Exemption from District-Established Graduation Requirements

LACOE students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 – High School Graduation Requirements. However, a student with a disability may be exempted from all coursework and other requirements adopted by the County Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student's parent/guardian of the exemption. (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with a ~~disability~~ disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the County Board of Education in which the student attended school or the district with

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

1. Satisfactorily completed a prescribed alternative course of study approved by the County Board of Education in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met ~~his/her~~ the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in ~~his/her~~ the student's IEP, and met the objectives of the statement of transition services

(cf. 6146.1 - High School Graduation Requirements)

A student with ~~disabilities~~ a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

(cf. 5127 - Graduation Ceremonies and Activities)

Legal references (see next page)

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

Legal Reference:

EDUCATION CODE

51225.3 High school graduation requirements

51225.31 Graduation exemption for students with disabilities

56341 Individualized education program team

56345 Elements of the IEP

56390-56392 Certificate of completion, special education

60640 California Assessment of Student Performance and Progress

CODE OF REGULATIONS, TITLE 5

3070 Graduation

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.320 Definition of IEP

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/index.html?src=mr>

Instruction

BP 6154(a)

HOMEWORK/MAKEUP WORK

The County Board recognizes that meaningful homework assignments can be a valuable extension of student learning time, provide enrichment, and assist students in developing good study habits. Homework and/or makeup work shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 – Academic Honesty and Board Policy 6163.4 – Student Use of Technology.

The County Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The County Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

(cf. 6011 - Academic Standards)

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives and inspire students' interests.

(cf. 4131 - Staff Development)

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late, based on the guidelines for homework assignments that have been established in collaboration with school administrators and teachers, in order to encourage students' continued learning. Schools will use appropriate criteria and standards for late work at, Juvenile Court, County Community, and Specialized High Schools. Schools will develop guidelines using recognized criteria for students in differentiated programs such as Special Education, or Advanced Placement.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines also shall be included in student and/or parent handbooks. These communications shall include the manner in which homework

HOMEWORK/MAKEUP WORK (continued)

relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. ~~When a student repeatedly fails to complete their homework, the teacher shall notify the students' parents/guardians as soon as possible so that corrective action can be taken prior to release of any final grades or report cards. Students may also work with other students and use approved outside resources as directed by the teacher.~~

(cf. 6020 - Parent Involvement)

To further support students' homework efforts, the County Superintendent or designee may establish and maintain telephone help lines, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The County Board encourages the County Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)
(cf. 6142.4 - Service Learning/Community Service Classes)

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Makeup Work

Students who ~~miss school work~~ are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The County Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5113 - Absences and Excuses)

HOMEWORK/MAKEUP WORK (continued)

Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48913.5 Suspended students: homework assignments

48980 Parental notifications

46120 Expanded Learning Opportunities

56341.1 Assistive technology devised for a student with a disability

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief,

July 2016 ([https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/20161507-GradingGB.ashx?la=en&rev=4e25a7ce86c742198068af40c27324b5)

[20161507-GradingGB.ashx?la=en&rev=4e25a7ce86c742198068af40c27324b5](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/20161507-GradingGB.ashx?la=en&rev=4e25a7ce86c742198068af40c27324b5))

WEB SITES

CSBA: <http://www.csba.org>

California State PTA: <http://www.capta.org>

Instruction

BP 6159.2(a)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The County Board recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When LACOE is unable to provide direct special education and/or related services to students with disabilities, the County Superintendent may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Prior to entering into a contract to place any student in an NPS/A, the County Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1. In addition, the County Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

No LACOE student with a disability shall be referred to, or placed in an NPS/A unless the student's individualized education program (IEP) team has determined ~~that an appropriate public education alternative does not exist~~ and that the placement is appropriate for the student. (Education Code 56342.1)

(cf. 6159 - Individualized Education Program)

LACOE shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A- pursuant to the contract (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

During the period when any student with disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress toward meeting the goals identified in the IEP or until the district of residence assumes responsibility for the student.

The County Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with LACOE policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve LACOE students shall be made aware of, and trained in such policies, procedures, and practices.

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

The County Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

(cf. 1431 - Waivers)

Legal Reference:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency

56042 Placement not to be recommended by attorney with conflict of interest

56101 Waivers

56163 Certification

56168 Responsibility for education of student in hospital or health facility school

56195.8 Adoption of policies

56342.1 Individualized education program; placement

56360-56369 Implementation of special education

~~*56711 Computation of state aid*~~

~~*56740-56743 Apportionments and reports*~~

~~*56760 Annual budget plan; service proportions*~~

~~*56775.5 Reimbursement of assessment and identification costs*~~

56836.20-56836.21 Special education funding; SELPA contracts with nonpublic nonsectarian schools

FAMILY CODE

7911-7912 Interstate compact on placement of children

GOVERNMENT CODE

~~*7570-7587 Interagency responsibilities for providing services to disabled children; especially:*~~

~~*7572.55 Seriously emotionally disturbed child; out of state placement*~~

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions

3051-3051.24 Special education; standards for related services and staff qualifications

3060-3070 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

~~*Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997*~~

Management Resources:

US Dept of Ed Office for Civil Rights Settlement

Department of Education, Davis Joint Unified School District Resolution Agreement, OCR No. 09-19-5001, December 7, 2022

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

*U.S. Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/about/offices/list/osers>*

Instruction

BP 6162.5(a)

STUDENT ASSESSMENT

LACOE will employ assessment methods designed to meet the needs of all members of the learning community in accordance with applicable laws, regulations, standards, frameworks, research-based best practices, and related documents.

Students enrolled in Los Angeles County Office of Education (LACOE) educational programs shall take all assessments required by the State Board of Education and Education Code. Teachers in LACOE education programs shall administer tests that measure educational progress. All other assessments shall be administered by trained staff in accordance with professional standards.

Legal Reference: 20 USC 1410 et seq.; 34 CFR 300 et seq.; EC 33050 et seq., 35160, 56320 et seq., 60600, 60663; 5 CCR 800 et seq., 1021-1046. SBIX.

The County Board recognizes that student assessments are an important instructional and accountability tool. To obtain the most accurate evaluation of student performance, ~~the County~~ LACOE shall use a variety of measures, including LACOE~~County~~, state, and/or national assessments.

Any student use of technology to complete assessments shall be as specified in Board Policy 5131.9 - Academic Honesty and Board Policy 6163.4 - Student Use of Technology.

(cf. 6162.51 - State Academic Achievement Tests)

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in LACOE programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by LACOE to identify and review student achievement goals in LACOE's local control and accountability plan and evaluate LACOE educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.

In selecting or developing any district assessment, the County Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The County Superintendent or designee shall ensure that assessments are administered in accordance with law and test publisher's directions, and that test administration procedures are fair and equitable for all students.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

STUDENT ASSESSMENT (continued)

(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6190 - Evaluation of the Instructional Program)

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6162.51 - Standardized Testing and Reporting Program)

~~The County Superintendent or designee shall ensure that assessments are administered in accordance with law and test publisher's directions and that test administration procedures are fair and equitable for all students.~~

(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)
(cf. 6162.54 - Test Integrity/Test Preparation)

The County Superintendent or designee shall provide professional development to assist administrators, and teachers ~~and paraprofessionals~~ in interpreting and using assessment data to improve student performance and the instructional program.

(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)

When LACOE-wide and school-level results of student assessments are published by the state, the County Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in understanding test results. ~~interpreting test results and evaluating school performance.~~

(cf. 0510 - School Accountability Report Card)

Interim and Formative Assessments

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning and for communicating with students' parents/guardians and identifying professional development goals. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

STUDENT ASSESSMENT (continued)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6152 - Class Assignment)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)

The County Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6152 - Class Assignment)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Learners)

Individual Record of Accomplishment

The County Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the state achievement tests required and administered as part of the California Assessment of Student Performance and Progress, or any predecessor assessments, pursuant to Education Code 60640-60649
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if ~~he/she~~ the student is an adult or emancipated minor. The student or ~~his/her~~ the student's parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. Furthermore, the results of an individual student on the CAASPP may be released to a postsecondary educational institution for the purpose of credit, placement, or admission. (Education Code 60607)

(cf. 5125 - Student Records)

STUDENT ASSESSMENT (continued)

Legal Reference:

EDUCATION CODE

313 Assessment of English language development

10600-10610 California Education Information System

44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)

49558 Free and reduced-price meals; use of individual applications and records

51041 Evaluation of educational program

51450-51455 Golden State Seal Merit Diploma

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

60600-60649 Assessment of academic achievement, especially:

60640-60649 California Assessment of Student Performance and Progress

60800 Physical fitness testing

~~60810-60812 Assessment of English language development~~

60900 California Longitudinal Pupil Achievement Data System

60910 California State Preschool Program Longitudinal Pupil Achievement Data System

CODE OF REGULATIONS, TITLE 5

850-~~864~~876 California Assessment of Student Performance and Progress

UNITED STATES CODE, TITLE 20

1401 Assistive technology device; definition

9622 National Assessment of Educational Progress

Management Resources:

U.S. Department of Education, Office of Educational Technology Publication

Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023(<https://www2.ed.gov/documents/ai-report/ai-report.pdf>)

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education: <http://www.ed.gov>

Metropolitan Educational Research Consortium <https://merc.soe.vcu.edu/>

EDUCATION FOR AMERICAN INDIAN STUDENTS

The County Board recognizes that American Indian students may have unique cultural, language, and educational needs that may be addressed by increasing student knowledge about American Indian history, including the history and culture of local tribes, and by providing American Indian students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

The County Superintendent or designee shall provide all students with culturally relevant curriculum related to local American Indian tribes and implement strategies necessary for the improvement of the academic achievement of American Indian students.

In order to discuss, gain a shared understanding of, and develop curriculum for use within LACOE, and to identify the extent and nature of any achievement gaps between American Indian students and LACOE students, and strategies to address any such gaps, LACOE may form a California Indian Education Task Force with tribes local to the region. Participants in the task force meetings may consider issues of mutual concern, which include: (Education Code 33391)

1. Developing a thorough, shared understanding of accurate, high-quality curricular materials about the history, culture, and government of local tribes, and developing such materials for use within LACOE that include tribal experiences and perspectives
2. Developing a shared understanding of proper or improper instructional materials when these materials use depictions of Native Americans
3. Encouraging the adoption of the curriculum developed by the California Indian Education Task Force
4. Identifying the extent and nature of any achievement gap between American Indian students and other students, and strategies necessary to close it

If formed, the California Indian Education Task Force shall, within one year and thereafter annually, submit a report to the California Department of Education on the findings, including progress of work on Items #1-4, above. (Education Code 33391)

The County Superintendent or designee shall identify American Indian students most at-risk of not meeting state academic standards and provide to such students the needed support(s), including making referrals, as appropriate, for special education services or services under Section 504 of the federal Rehabilitation Act of 1973, or other school-based services such as counseling and health services, supplemental instruction, before or after-school services, and summer learning programs.

Suspension, expulsion, assignment to a supervised suspension classroom, or involuntary transfer to a continuation school of an American Indian student shall be in accordance with law and as specified in Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities), and 6184 – Continuation Education.

EDUCATION FOR AMERICAN INDIAN STUDENTS (Continued)

The County Superintendent or designee shall provide programs to facilitate the successful transition of American Indian students to post-secondary education and employment, which may include college and career fairs in accordance with Labor Code 3074.2, mentorship programs, and counseling services.

As needed, the County Superintendent or designee shall provide professional development to teachers and other school staff to assist them in understanding and responding to the unique needs of American Indian students.

At least annually, the County Superintendent or designee shall report to the County Board on the outcomes of American Indian students including, but not limited to, school attendance, student achievement test results, promotion and retention by grade level, graduation rates, and suspension/expulsion rates.

Title VI Indian Education Program

With the assistance of federal Title VI funding for the education of children from federally recognized tribes, LACOE shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424)

In developing, implementing, and evaluating Title VI programs and activities, the County Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424)

LACOE shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any LACOE school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in LACOE. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424)

The LACOE Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders
2. Culturally related activities that support LACOE program
3. Early childhood and family programs that emphasize school readiness
4. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards

EDUCATION FOR AMERICAN INDIAN STUDENTS (Continued)

5. Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement
6. Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship
7. Activities to educate individuals so as to prevent violence, suicide, and substance abuse
8. The acquisition of equipment that is essential to achieve program goals
9. Activities that promote the incorporation of culturally responsive teaching and learning strategies into LACOE educational program
10. Family literacy services
11. Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors
12. Dropout prevention strategies for American Indian students
13. Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by LACOE

Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424)

Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that the schoolwide program is consistent with the purpose of American Indian education programs and LACOE application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424)

As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424)

The County Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427)

The County Superintendent or designee shall periodically assess the progress of all American Indian students, including American Indian students who do not participate in programs funded through Title

EDUCATION FOR AMERICAN INDIAN STUDENTS (Continued)

VI, in meeting program goals and objectives. Assessment results shall be provided to the County Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by LACOE, and the community. (20 USC 7424)

Legal References:

EDUCATION CODE

33380-33384 California Indian Education Centers
33390-33391 California Indian Education Act
48400-48454 Compulsory continuation education
48850-48859 Education of foster youth and homeless students
48900-48927 Suspension and expulsion

LABOR CODE

3074.2 College and career fairs; notice to apprenticeship programs
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
6314 Title I schoolwide program
7401-7492 Indian education
7701-7714 Impact Aid
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973; Section 504
CODE OF FEDERAL REGULATIONS, TITLE 2
200.0-200.521 Federal uniform grant guidance
CODE OF FEDERAL REGULATIONS, TITLE 34
222.90-222.122 Impact Aid; special provisions for local educational agencies that claim children residing on Indian lands
300.1-300.818 Individuals with Disabilities Education Act

Management Resources:

WEB SITES

CSBA District and County Office of Education Legal Services
U.S. Department of Education, Office of Impact Aid
U.S. Department of Education, Office of Indian Education
California Department of Education

Cross References:

cf. 0410 - Nondiscrimination in LACOE Programs and Activities
cf. 0415 - Equity
cf. 0460 - Local Control And Accountability Plan
cf. 0500 - Accountability
cf. 3230 - Federal Grant Funds
cf. 4131, 4231, 4331 - Staff Development
cf. 5113.1 - Chronic Absence and Truancy
cf. 5141.5 – Mental Health
cf. 5144.1 - Suspension and Expulsion/Due Process
cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)
cf. 5147 - Dropout Prevention
cf. 6011 - Academic Standards
cf. 6020 - Parent Involvement
cf. 6120 - Response to Instruction and Intervention
cf. 6162.5 - Student Assessment
cf. 6164.2 - Guidance/Counseling Services
cf. 6164.5 - Student Planning Teams
cf. 6171 - Title I Programs

Board Meeting – November 14, 2023
Item VII-A Recommendations – Approval of First Reading
New Board Policy

cf. 6178 - Career Technical Education
cf. 6179 - Supplemental Instruction

Policy
adopted:

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The County Board recognizes that LACOE has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The County Board encourages the early resolution of complaints whenever possible. LACOE shall investigate complaints alleging noncompliance with applicable state and federal laws and/or alleging discrimination, harassment, intimidation, or bullying and shall seek to resolve those complaints in accordance with LACOE’s Uniform Complaint Procedures (UCP). (5 CCR 4620)

Complaints Subject to UCP

LACOE’s UCP shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)

(cf. 5146 - Married/Pregnant/Parenting Students)

2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)

3. After School Education and Safety programs (Education Code 8482-8484.65)

4. Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work Experience Education)

6. Child care and development programs (Education Code 8200-8488)

7. Compensatory education (Education Code 54400)

(cf. 6171 - Title I Programs)

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)

9. Course periods without educational content (Education Code 51228.1-51228.3)

UNIFORM COMPLAINT PROCEDURES (continued)

10. Discrimination, harassment, intimidation, or bullying in LACOE programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Discrimination includes, but is not limited to, the County Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with LACOE, be directly filed with the California Superintendent of Public Instruction (SPI). (Education Code 243)

(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

11. Educational and graduation requirements for students in foster care, ~~homeless~~ students experiencing homelessness, students from military families, ~~and~~ students formerly in a juvenile court school, students who are migratory, and students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children and Youth)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)

13. Local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

14. Migrant education (Education Code 54440-54445)

15. Physical education instructional minutes (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

UNIFORM COMPLAINT PROCEDURES (continued)

16. Student fees (Education Code 49010-49013)

(cf. 3260 - Fees and Charges)

17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)

(cf. 6178.2 - Regional Occupational Program)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

~~20. School safety plans (Education Code 32280-32289)~~

~~*(cf. 0450 - Comprehensive School Safety Plan)*~~

2120. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

(cf. 0420 - School Plans/Site Councils)

2221. State preschool programs (Education Code 8207-8255)

(cf. 5148.3 - Birth to Five Early Care and Education)

2322. State preschool health and safety issues in license-exempt programs (Education Code 8212)

2423. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

2524. Any other state or federal educational program the ~~Superintendent of Public Instruction~~ SPI or designee deems appropriate

The County Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The County Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

-

UNIFORM COMPLAINT PROCEDURES (continued)

LACOE shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the County Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to UCP is included in a UCP complaint, LACOE shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through LACOE's UCP.

The County Superintendent or designee shall provide training to LACOE staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The County Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - ~~District~~ LACOE Records)

Non-UCP Complaints

The following complaints shall not be subject to LACOE's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, Protective Services Division, or the appropriate law enforcement agency. (5 CCR 4611)

cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services (5 CCR 4611)

UNIFORM COMPLAINT PROCEDURES (continued)

3. Any complaint alleging that a student, while in an education program or activity in which LACOE exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by LACOE in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, ~~or a due process hearing order~~ failure or refusal to implement a due process hearing order to which LACOE is subject, or a physical safety concern that interferes with LACOE's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

6. Any complaint alleging noncompliance of ~~the~~ LACOE's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the LACOE food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with BP 1312.4 - Williams Uniform Complaint Procedures and applicable administrative regulations. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination, especially:
~~*222 Reasonable accommodations; lactating students*~~
8200-8488 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32280-32289.5 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
46015 Parental leave for students
48645.7 Juvenile court schools
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49014 Student fees
49060-49079 Student records, especially:
49069.5 Rights of parents
49490-49590 Child nutrition programs
49701 Interstate Compact on Educational Opportunity for Military Children
51204.5 Social sciences instruction; contributions of specified groups
51210 Courses of study grades 1-6
51222 Physical education, secondary schools
51223 Physical education, elementary school
51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
51501 Nondiscriminatory subject matter
52059.5 Statewide system of support
52060-52077 Local control and accountability plan, especially:
52075 Complaint for lack of compliance with local control and accountability plan requirements
52300-52462 Career technical education
52500-52617 Adult schools
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
59000-59300 Special schools and centers
60010 Instructional materials; definition
60040-60052 Requirements for instructional materials
64000-64001 Consolidated application process; school plan for student achievement
65000-65001 School site councils
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

Legal References (continued next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal references (continued)

HEALTH AND SAFETY CODE

1596.7925 California Child Day Care Act; health and safety regulations

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3200-3205 Special education compliance complaints

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs

4900-4965 Nondiscrimination in elementary and secondary education programs

15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6576 Title I Improving the academic achievement of the disadvantaged

6801-7014 Title III language instruction for English Learners and immigrant students

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

11431-11435 McKinney-Vento Homeless Assistance Act

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:

106.8 Designation of responsible employee and adoption of grievance procedures

106.30 Discrimination on the basis of sex in education programs and activities; Definitions

106.44 Response to notice of sexual harassment

106.45 Titles IX sexual harassment complaint procedures

110.25 Notification of nondiscrimination on the basis of age

Legal References (continued next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample UCP Board Policies and Procedures

Uniform Complaint Procedure ~~2021-22~~ Program Instrument

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on the Title IX Regulations on Sexual Harassment, July 2021

Part 1: Questions and Answers Regarding the Department's Title IX Regulations, January 2021

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2007

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Fair Employment and Housing: <https://www.dfeh.ca.gov>

California Department of Social Services: <https://www.cdss.ca.gov>

Student Privacy Policy Office: <https://www2.ed.gov/about/offices/list/opepd/sppo>

U.S. Department of Agriculture: <https://www.usda.gov>

U. S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0410(a)

NONDISCRIMINATION IN LACOE PROGRAMS AND ACTIVITIES

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the County Board and the County Superintendent in enacting policies and procedures that govern LACOE as a district.

The County Board is committed to equal opportunity for all individuals in education. LACOE programs, activities, and practices shall be free from unlawful discrimination and harassment including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, ethnicity, citizenship and immigration status (except where required by law), age, religion, marital status, pregnancy, ~~or~~ parental status, reproductive health decisionmaking, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity or expression, or genetic information, veteran or military status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

(cf. 1240 – Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6145 – Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

All individuals shall be treated equitably in the receipt of LACOE and school services. Personally identifiable information collected in the implementation of any LACOE program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the County Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by LACOE shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

LACOE programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the County Board or LACOE on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

NONDISCRIMINATION IN LACOE PROGRAMS AND ACTIVITIES (continued)

LACOE’s programs and activities shall ~~also~~ be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review ~~County~~ LACOE programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing LACOE’s programs and activities. ~~He/she~~ The County Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The County Superintendent or designee shall report ~~his/her~~ the findings and recommendations to the County Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in LACOE’s programs and activities shall be brought, investigated, and resolved in accordance with the procedures specified in AR 1312.3 – Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Compliant Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.98, the County Superintendent or designee will notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about LACOE’s policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in LACOE’s schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on LACOE’s ~~web site~~ website and, when available, LACOE-supported social media.

(cf. 1113 – Web Sites)

(cf. 1114 – LACOE Approved Social Media)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

LACOE’s nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English. (Education Code 48985; 20 USC 6312)

NONDISCRIMINATION IN LACOE PROGRAMS AND ACTIVITIES (continued)

Access for Individuals with Disabilities

LACOE programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing LACOE facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 7110 - Facilities Master Plan)

The County Superintendent or designee will ensure that LACOE provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to LACOE and school ~~web sites~~ websites, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the County Superintendent or designee, or principal or designee, if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating LACOE's response to complaints and for complying with state and federal civil rights laws is hereby designated as LACOE's ADA coordinator. ~~He/she~~ The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to LACOE's programs, services, activities, or facilities.

Hugo Aceves
(Name)

ADA Title II Coordinator, Risk Management)
(Title or Position)

12830 Columbia Way, Downey, CA 90242
(Address)

(562) 922-6153
(Telephone number)

Aceves_Hugo@lacoed.edu
(Email)

NONDISCRIMINATION IN LACOE PROGRAMS AND ACTIVITIES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parent/Guardian notifications

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

51204.5 Social sciences instruction; contributions of specified groups

51501 Nondiscriminatory subject matter

60010 Instructional materials; definition

60040-60052 Requirements for instructional materials

GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953 Meetings; Americans with Disabilities Act accessibility

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

~~106.9 Dissemination of policy~~

Management Resources (continued next page)

NONDISCRIMINATION IN LACOE PROGRAMS AND ACTIVITIES (continued)

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: ~~Protecting on Rights of Transgender and Gender Nonconforming Students Against Sex Discrimination in Schools, July 2016~~ October 2022

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students, Recently Asked Questions, August 2023

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING CIVIL RIGHTS DEPARTMENT PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS

Policy and Procedures Letter No. 23-004, February 2023

Policy and Procedures Letter No. 21-017R, December 2021

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATION

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Race and School Programming, August 2023

Dear Colleague Letter: Frequently Asked Questions About the June 29, 2010 Dear Colleague Letter, May 26, 2011

Supporting Transgender Youth in School, June 2021

Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023

Dear Colleague Letter: Transgender Students, May 2016

Example of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Electronic Book Reader, June 29, 2010

Notice of Non-Discrimination, January 1999

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE, CIVIL RIGHTS DIVISION PUBLICATIONS

Guidance on Web Accessibility and the ADA, March 2022

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, ~~June 2003~~ February 2020

WORLDWIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California ~~Civil Rights~~ Department of Fair Employment and Housing: <https://calcivilrights.ca.gov/>

California Department of Health Care Services (<https://www.dhcs.ca.gov/>)

Safe Schools Coalition: <http://www.casafeschoolscoalition.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

U.S. Equal Opportunity Commission: www.eeoc.gov

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

Board Meeting – November 14, 2023

Item VII. Recommendations

- B. Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report (Enclosure)

The Superintendent recommends that the County Board of Education approve the Head Start and Early Learning Division Community Assessment.

REPORT:

Head Start Program Performance Standards (45 CFR § 1302.11) require that a program conduct a comprehensive community assessment at least once over the five-year project period, with an annual review and update in subsequent years. This is a comprehensive Community Assessment report.

The report includes data on demographic and eligibility variables, services provided to children and families, and changes that impact Los Angeles County, including a downward trend in birth rates and an aging population.

Factors to consider in LACOE's strategic planning include the continuous need for services throughout Los Angeles County for infant and toddler care and the disparity between income qualifications at the federal and state levels that makes it very challenging for families to qualify for services. Moreover, the most significant changes identified in this community assessment include ongoing teacher shortages, the ongoing impact of Universal PreKindergarten on the early childhood education field, and the changing needs of children and families, including serving an increased number of children with disabilities.

Results from this community assessment will drive the decisions and program planning detailed in LACOE's 2024-25 funding application.



COMPREHENSIVE COMMUNITY ASSESSMENT

November 2023



**Los Angeles County
Office of Education**

Head Start and Early Learning

EXECUTIVE SUMMARY

LACOE is the largest Head Start provider in the nation, the state of California, and Los Angeles County. LACOE, through its Head Start and Early Learning Division (HSEL), provides comprehensive prenatal-to-five early learning programs for eligible children and families throughout Los Angeles County. The children served are predominantly from families with incomes below the federal poverty level. LACOE prioritizes enrollment for children experiencing homelessness, in foster care, receiving public assistance, or with disabilities.

LACOE promotes the health and wellbeing of children and their families by providing quality early learning programs throughout Los Angeles County that are focused on school readiness for children from birth to five years of age and pregnant mothers. LACOE does not operate programs directly, but rather contracts the direct operation of Early Head Start, Head Start, California State Preschool Program (CSPP), and General Child Care and Development Program (CCTR) services to 16 delegate agencies, consisting of nine private nonprofit organizations and seven school districts.



Head Start began as an eight-week pilot demonstration project in 1965 to help break the cycle of poverty and was designed as a comprehensive child development program that would meet the emotional, social, health, nutritional, and educational needs of low-income families. A key component of the Head Start program was that it be culturally responsive and elicit community investment.

The Head Start Program Performance Standards require that a program conduct a comprehensive Community Assessment at least once over the five-year project period. So too, an update is required annually to identify demographic changes. Data from the Community Assessment is used to design a program that meets community needs and builds on strengths and resources. Specifically, the Community Assessment provides HSEL with a vehicle for ensuring that programs remain responsive to the needs of children and families served in our community. This is a comprehensive Community Assessment report.

LACOE reviewed, compiled, and analyzed data from multiple sources, including the U.S. Census and American Community Survey, the California Department of Education, the Los Angeles Homeless Services Authority, and the Office of Head Start Program Information Reports (PIR).

Additionally, the impact of Universal PreKindergarten (UPK) on the field of early childhood education is still being understood and contextualized. By and large, the most significant factor impacting the field of early childhood education is ongoing teacher shortages, resulting in program under-enrollment and delays in opening classrooms. LACOE is poised to be a key partner in California’s UPK mixed-delivery system by continuing to offer eligible families with quality early learning programs.

As LACOE plans for its next project period, data on community demographics—population growth, age, birth rates—needs to be examined alongside ongoing issues faced by children and families served in LACOE’s service area, including poverty, unemployment, and the high cost of living in Los Angeles County.

AT-A-GLANCE

Los Angeles County	LACOE Service Area	
<p>Between 2000 and 2022, the population of LA County has grown 1.9%.</p> <ul style="list-style-type: none"> • Riverside County increased 58.7% • San Bernardino County increased by 27.7% 	Population Growth	<p>LACOE’s service area is representative of 37.8% of the total population of LA County.</p>
<p>In Los Angeles County, children under the age of five account for 5.8% of the population.</p> <ul style="list-style-type: none"> • Riverside County: 6.2% • San Bernardino County: 6.9% 	Age	<p>In LACOE’s service area, children under the age of five account for 5.7% of the population.</p>
<p>Among all households in LA County:</p> <ul style="list-style-type: none"> • 67.2% consist of dual-headed families • 32.8% (1 in 3) are single-headed families 	Household Type	<p>Of the households in LACOE’s service area:</p> <ul style="list-style-type: none"> • 63.9% consist of dual-headed households • 36.1% are single-headed households • 41% of dual-headed households (and 40% of

AT-A-GLANCE

Los Angeles County		LACOE Service Area
<ul style="list-style-type: none"> • 42% of dual-headed households (and 40% of single-headed households) have children under age 18. • 8% of families have children ages 0-5. 		<p>single-headed households) have children under age 18.</p> <ul style="list-style-type: none"> • 8% of dual-headed households (and 7% of single-headed households) have children ages 0-5.
<p>The racial and ethnic background of the population of Los Angeles County:</p> <ul style="list-style-type: none"> • 48.7% - Hispanic/Latino • 25.5% - White • 14.8% - Asian/Pacific Islander • 7.6% - Black/African American 	<p>Race and Ethnicity</p>	<p>The racial and ethnic background of the population residing in LACOE HSEL’s service area:</p> <ul style="list-style-type: none"> • 55.2% - Hispanic/Latino • 18.2% - White • 15.6% - Asian/Pacific Islander • 8.1% - Black/African American
<p>In Los Angeles County:</p> <ul style="list-style-type: none"> • 20.1% of the population lacks a high school diploma • 22.2% of the population has a bachelor’s degree 	<p>Educational Attainment</p>	<p>Within LACOE’s service area:</p> <ul style="list-style-type: none"> • 23.8% of the population—nearly 1 in 4 adults—lacks a high school diploma • 20.7% of the population has a bachelor’s degree
<p>In Los Angeles County:</p> <ul style="list-style-type: none"> • 13.9% of the general population lives below the federal poverty level • 18.2% of children under five years old live below the federal poverty level 	<p>Poverty</p>	<p>Within LACOE’s service area:</p> <ul style="list-style-type: none"> • 15.6% of the population live below the federal poverty level • 20.3% of children under five years old live below the federal poverty level
<p>In Los Angeles County, the unemployment rate was 7.0% in 2021.</p>	<p>Unemployment Rate</p>	<p>In LACOE’s service area, the unemployment rate was 7.3% in 2021.</p>

AT-A-GLANCE

Los Angeles County		LACOE Service Area
The median household income in Los Angeles County was \$76,367.	Median Household Income	The median household income in LACOE’s service area was \$69,855.
In Los Angeles County, more than half of its residents (55.6%) spend 30% or more of their monthly income on housing.	Rent Burden	In LACOE’s service area, more than half of its residents (54.4%) spend 30% or more of their monthly income on housing.
Birth rates		
<ul style="list-style-type: none"> • Birth rates for Los Angeles County show a consistent downward trajectory over the past decade. Neighboring counties show similar downward trends. • Birth rates in San Bernardino and Riverside counties, however, have been higher than Los Angeles County. • In 2021, birth rates were as follows amongst females ages 15-44: <ul style="list-style-type: none"> ○ Los Angeles County: 47 births per 1,000 females ○ Riverside County: 56.5 births per 1,000 females ○ San Bernardino County: 58.7 births per 1,000 females 		

TABLE OF CONTENTS

- INTRODUCTION 8
 - History of Head Start Programs 8
 - Head Start and Early Learning Division 9
- PURPOSE OF COMMUNITY ASSESSMENT 12
 - Office of Head Start Regulatory Requirements 12
- METHODOLOGY AND STRUCTURE 13
- SERVICE AREA 15
- LACOE PROGRAM PROFILE 19
 - Programs 19
 - Slot Distribution 22
 - Funding Source 23
 - Program Option 24
 - Facilities 25
 - Program Eligibility 27
 - Income Eligibility 27
 - Categorical Eligibility 28
 - Household Type 29
 - Race and Ethnicity 30
 - Age Distribution 30
 - Primary Language 31
 - Employment, School, and Job Training 32
 - Program Satisfaction 34
 - Educational Attainment 34
 - Family Services 35
- LA COUNTY PROFILE 37
 - Population 37
 - Household Type 38
 - Race and Ethnicity 40
 - Foreign-Born Population 42
 - Age Distribution 43
 - Educational Attainment 45
- ELIGIBLE CHILDREN 48
 - Eligible Population 48
 - Los Angeles County 48

LACOE HSEL.....	49
SPECIAL POPULATIONS	53
Homelessness	53
Foster Care	55
Disabilities	57
POVERTY, INCOME, AND HOUSING	60
Overall Poverty.....	60
Children Living in Poverty	61
Public Assistance.....	63
Supplemental Nutrition Assistance Program (SNAP)	63
Supplemental Security Income (SSI)	63
Temporary Assistance for Needy Families (TANF).....	64
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	64
Income and Employment.....	65
Housing Trends	66
Cost of Living.....	67
FACTORS TO CONSIDER IN PROGRAM PLANNING	68
Impact of Universal PreKindergarten on ECE Field.....	68
Teacher Shortage	70
Demographics	71
Employment.....	72
Qualifications	73
Birth Rates.....	74
Identified Needs of Community.....	76
Mental Health	76
Health.....	77
Nutrition.....	80
SUMMARY IMPLICATIONS	82
Continued Staff Shortage in ECE.....	82
Continued Impact of Universal PreKindergarten.....	83
Continued Enrollment Challenges	84
Changing Needs of Children and Families	85
RESOURCES	86
LACOE HSEL Resource Library.....	86
HOPE Mobile Units.....	86
Additional Resources for Staff and Families.....	88

Parenting and Child Development.....	88
Resources by Age Group.....	91
Community Engagement	92
Social and Emotional.....	93
Parental Resilience.....	94
Support in Times of Need	96
APPENDIX A – Impact of Higher Wages on Head Start Eligibility	100
APPENDIX B – Oral Health Improvement Plan.....	101
REFERENCES	102

INTRODUCTION

The Los Angeles County Office of Education (LACOE) is the nation’s largest regional education agency. LACOE operates under the authority of the County Superintendent and a seven-member County Board of Education appointed by the Los Angeles County Board of Supervisors. LACOE promotes a range of educational programs and services that support the county’s 80 school districts and the nearly 2 million preschool and school-age children residing in Los Angeles County.¹

LACOE’s mission statement, as outlined in its Strategic Plan for 2022-2025, focuses on “improving the lives of students and our education community through service, leadership, and advocacy.”² To accomplish this, LACOE has identified the following five organizational pillars of focus:

- 1. Improve Student Outcomes
- 2. Champion Individual and Collective Care and Wellbeing
- 3. Strengthen Community with Children at the Center
- 4. Communicate Effectively
- 5. Model Organizational Excellence and Innovation

LACOE is the largest Head Start provider in the nation, the state of California, and Los Angeles County, and works with 16 delegates³ to provide direct services, including school districts and nonprofit agencies. LACOE, through its Head Start and Early Learning Division (HSEL), provides comprehensive prenatal-to-five early learning programs for eligible children and families throughout Los Angeles County. The children served are predominantly from families with incomes below the federal poverty level. LACOE prioritizes enrollment for children experiencing homelessness, in foster care, receiving public assistance, or with disabilities.



History of Head Start Programs

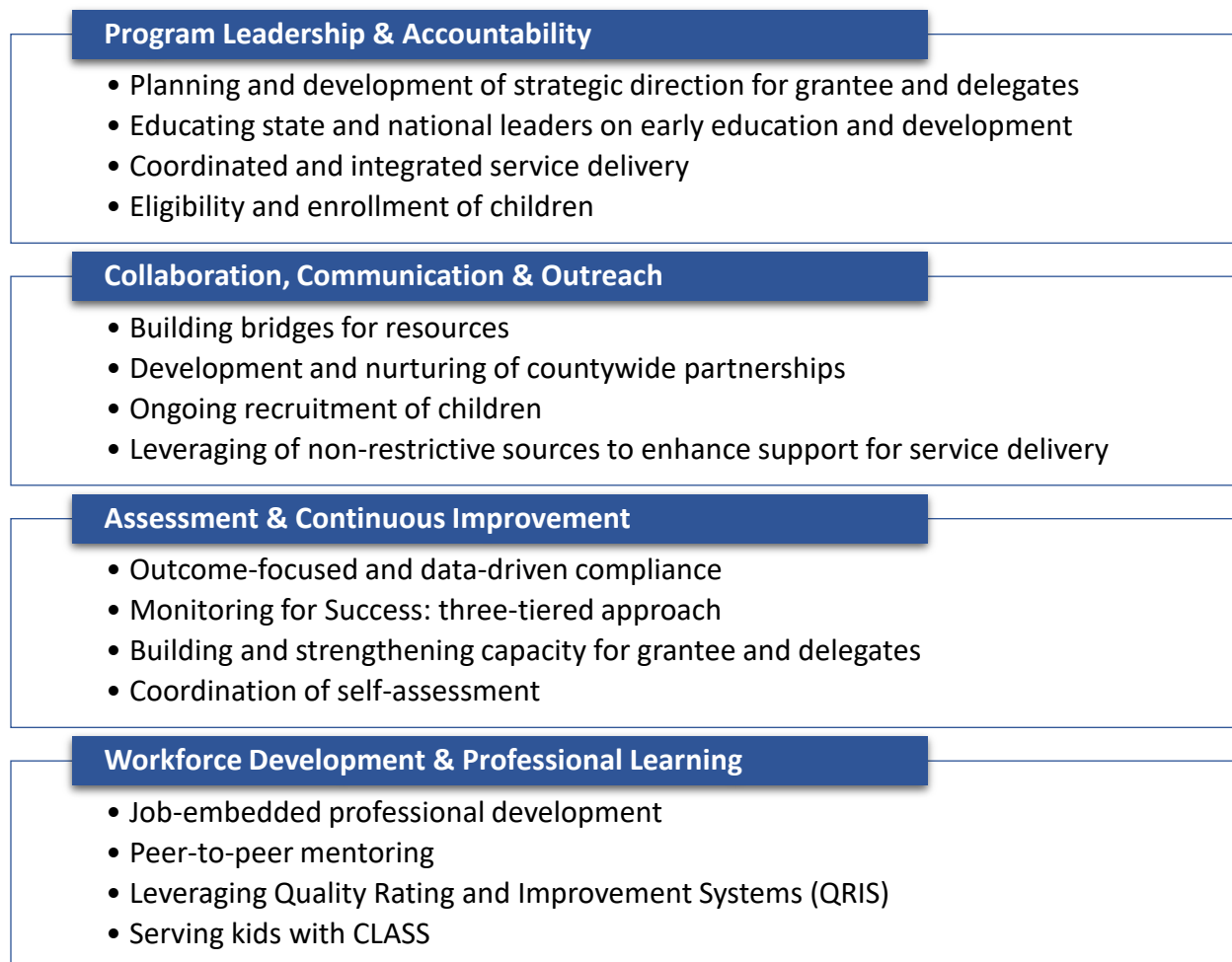
Influenced by research on the impact of poverty on education, President Lyndon B. Johnson declared a War on Poverty in his 1964 State of the Union Address.⁴ A panel of experts sought to then develop a comprehensive child development program that would meet the emotional, social, health, nutritional, and educational needs of low income families. Head Start began as an eight-week pilot demonstration project to help break the cycle of poverty. A key component of the Head Start program was that it be culturally responsive and elicit community investment and ownership.⁵

Head Start has served over 38 million children since its inception in 1965 and now provides full-day/full-year services through grants administered by the U.S. Department of Health and Human Services. LACOE has provided Head Start Services since 1979 and is the largest Head Start grantee in California and the nation.⁶

Head Start and Early Learning Division

LACOE promotes the health and wellbeing of children birth to five years of age, and their families, by providing quality early learning programs focused on school readiness. As such, LACOE strives to support the children and families we serve by maintaining “A Culture of Excellence in All We Do.” LACOE operates under four pillars of responsibility, which are designed to promote quality operations and continuous quality improvement while complying with federal and state regulations. These four pillars of responsibility guide LACOE towards achieving key outcomes and promoting children’s development and school readiness (Figure 1).

Figure 1. LACOE HSEL’s Four Pillars of Responsibility



LACOE HSEL consists of five functional and interdependent units that support program management and operations:

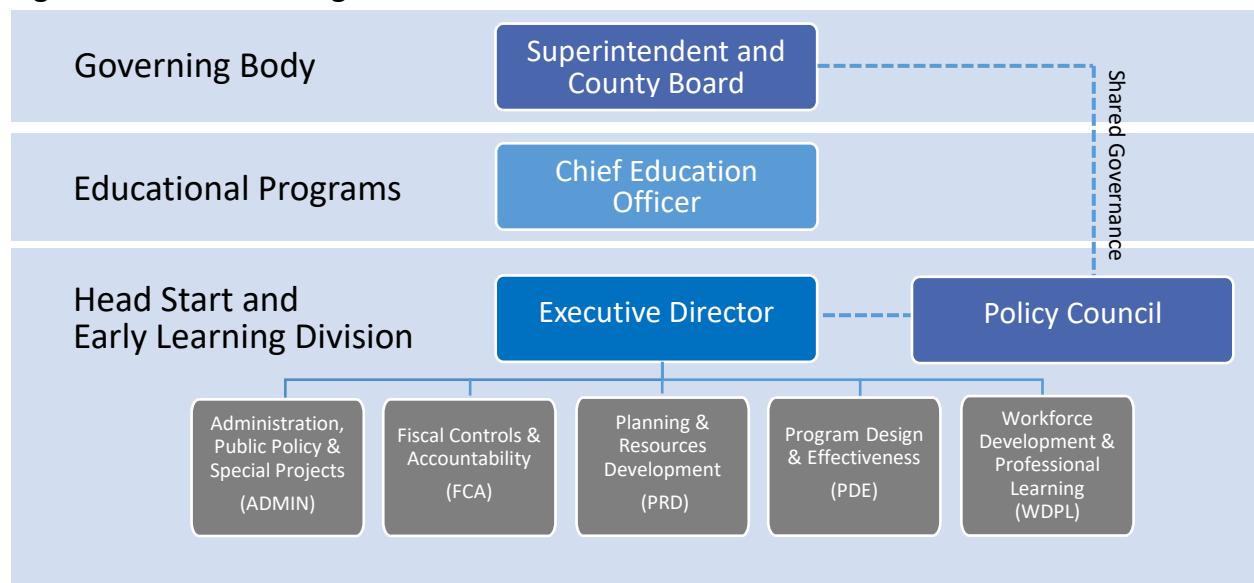
- **Administration, Public Policy, and Special Projects (Admin)** sets program direction with the involvement and approval of the County Superintendent, County Board, and Policy Council (PC). Admin also facilitates and supports program governance, oversees public policy initiatives, and maintains human resources responsibility for all staff.
- **Fiscal Controls and Accountability (FCA)** conducts ongoing monitoring of all fiscal requirements. FCA also monitors administrative and operational support of delegate facility services, maintains inventory controls, and works closely with the LACOE Controller’s Office to integrate HSEL fiscal processes into those of the overall organization.
- **Planning and Resources Development (PRD)** manages internal operations, including program planning (Strategic Plan, Community Assessment, and Self-Assessment), program data, record-keeping and reporting, communications, information systems, and services. PRD also establishes procedures for eligibility, recruitment, selection, enrollment, and attendance and monitors to ensure children most in need are enrolled. In addition, PRD oversees the California State Preschool Program and General Child Care and Development Program.
- **Program Design and Effectiveness (PDE)** monitors delegate administrative and program services. PDE also enforces the minimum expectations for meeting LACOE, federal, state, and local requirements. The PDE unit also includes the Inclusive Early Education Expansion Program (IEEEP), which focuses on increasing enrollment of children with moderate to severe disabilities into early childhood education settings and promoting inclusive practices.



- **Workforce Development and Professional Learning (WDPL)** provides oversight over Quality Start Los Angeles (QSLA), the California Preschool Instructional Network (CPIN), and the Universal PreKindergarten Career Development Initiative (UPK-CDI), and supports local educational agencies in planning and implementation of Universal PreKindergarten. WDPL provides professional development/training, technical assistance, and support through Head Start, Early Head Start, and California’s state-funded programs to build a robust ECE workforce, develop a multi-pronged ECE teacher pipeline, and ensure high-quality early learning experiences for children in programs throughout the county.

The County Superintendent and LACOE Board serve as the Governing Body for the Head Start and Early Learning Division (HSEL), and through its Executive Director and County Board liaison, work with the Policy Council to establish shared governance (Figure 2). The Policy Council consists of currently enrolled HS and EHS parents who constitute at least 51% of Policy Council (PC) membership, ensuring that the PC is representative of the children served.⁷ The Policy Council provides parents an opportunity to provide input on program operations, and also includes community representatives and parents of children formerly enrolled in the program. PC members serve on various committees to support planning and decision-making processes, such as the Executive, Education and Transition, and Planning and Development committees.

Figure 2. LACOE HSEL Organizational Structure of Collaborative Governance



PURPOSE OF COMMUNITY ASSESSMENT

The Head Start Program Performance Standards⁸ require that a program conduct a comprehensive Community Assessment at least once over the five-year project period. In addition, an update is required annually to identify demographic changes. This is a comprehensive Community Assessment report. Data from the Community Assessment is used to design a program that meets community needs and builds on strengths and resources. Specifically, the Community Assessment provides HSEL with a vehicle for ensuring that programs remain responsive to the needs of children and families served in our community.

In particular, data from the Community Assessment is used in conjunction with other program data to inform planning and service delivery and to identify if course corrections are needed. The types of program decisions that stem from the Community Assessment include:

1. Determining criteria for prioritizing children and families recruited for enrollment
2. Identifying the comprehensive services and program options most needed in the community
3. Identifying service and recruitment areas for each delegate
4. Determining the locations to be served by center-based and home-based programs, family child care (FCC) homes, and socialization spaces

In addition, this Community Assessment describes the implementation of Universal PreKindergarten (UPK) in California, and its impact on the early childhood education field, which must be considered as LACOE plans for its next five-year grant period (2024-2029).

Office of Head Start Regulatory Requirements

Head Start grantees are required to identify and use data that describes community strengths, needs, and resources (45 CFR §1302.11(b)).⁹ At a minimum, a comprehensive Community Assessment must include the following:

1. Demographic information about eligible infants, toddlers, preschool-age children, and expectant mothers inclusive of:
 - a. Geographic location, race, ethnicity, and languages spoken
 - b. Number of children experiencing homelessness, in foster care, and with disabilities
2. Prevalent information about the education, health, nutrition, and social service needs of eligible children and their families
3. Typical work, school, and training schedules of parents with eligible children
4. Other child care programs serving eligible children in the community (e.g., child care centers, home-visiting programs, family child care (FCC) programs)
5. Resources available in the community
6. Strengths of the community

METHODOLOGY AND STRUCTURE

LACOE reviewed, compiled, and analyzed data from multiple sources, including the U.S. Census and American Community Survey, the California Department of Education, the Los Angeles Homeless Services Authority, and the Office of Head Start Program Information Reports (PIR). Where applicable, data was gathered at the county level, and state and national data were used for comparison purposes. Additionally, where appropriate, data was reviewed at the zip code level and organized by LACOE service area. So too, journal articles and briefs describing factors that impact the field of early childhood education provided context for interpreting the data reviewed. Below is a brief synopsis of the key sections that comprise this Community Assessment update:



1. Introduction: Provides an overview of LACOE, LACOE HSEL, and the history of Head Start programs.
2. Purpose of Community Assessment: Provides a brief overview of the purpose of the Community Assessment, including regulatory requirements from the Office of Head Start.
3. Methodology and Structure: Provides a brief description of the type of data sources reviewed for this Community Assessment.
4. Service Area: Identifies and describes LACOE HSEL's service area, including communities and designated zip codes.
5. LACOE Program Profile: Details LACOE HSEL's programs and funded slots, including specific slot allocation for each contracted delegate and program option. Additionally, this section includes demographics and 2022-23 PIR data on services provided to children and families participating in LACOE programs.
6. LA County Profile: Provides demographic data on LA County, including population, race, ethnicity, household structure, and educational attainment. Data on population characteristics is compared to the population served by LACOE's delegate agencies.
7. Eligible Children: Presents data on children, birth to five, who are eligible for Early Head Start (EHS) and Head Start (HS) programs in Los Angeles County and LACOE HSEL's service area. Additionally, this section includes data on the availability of early learning and child care programs that meet the needs of this population. This section also includes information on Los Angeles County's home-based grantees and home visiting programs.
8. Special Populations: Reviews literature and data on children experiencing homelessness, in foster care, and with disabilities.

9. Poverty, Income, and Housing: Reviews literature and data on children and families experiencing poverty. In addition, this section provides a snapshot of employment and housing conditions in L.A. County.
10. Factors to Consider in Program Planning: Reviews literature and available data on the impact of Universal PreKindergarten on the ECE field, teacher shortages, declining birthrates, and identified needs in the community in the areas of mental health, health, and nutrition.
11. Summary Implications: Summarizes information and identifies opportunities for LACOE HSEL to allocate resources and focus its efforts.
12. Resources: Provides resources to support children’s early learning and development, including various online resources developed by LACOE HSEL staff to share with families.

SERVICE AREA

Los Angeles County was established in 1850 and is the most populous county in the United States.¹⁰ In fact, it is home to nearly 10 million residents, accounting for approximately 27% of California's population.¹¹ Over time, as the population grew, Los Angeles County was partitioned into additional counties as follows: San Bernardino (1853), Kern (1866), and Orange (1889).

LACOE is assigned a service area by the Office of Head Start (OHS) to deliver Head Start and Early Head Start services in specific communities and designated zip codes throughout Los Angeles County (Figure 3).¹² LACOE then assigns distinct portions of its service area to its delegates to provide families with services (Figure 4). Table 1 provides an overview of Head Start services in specific communities throughout Los Angeles County served by LACOE delegates.

Figure 3: Map of LACOE Service Area

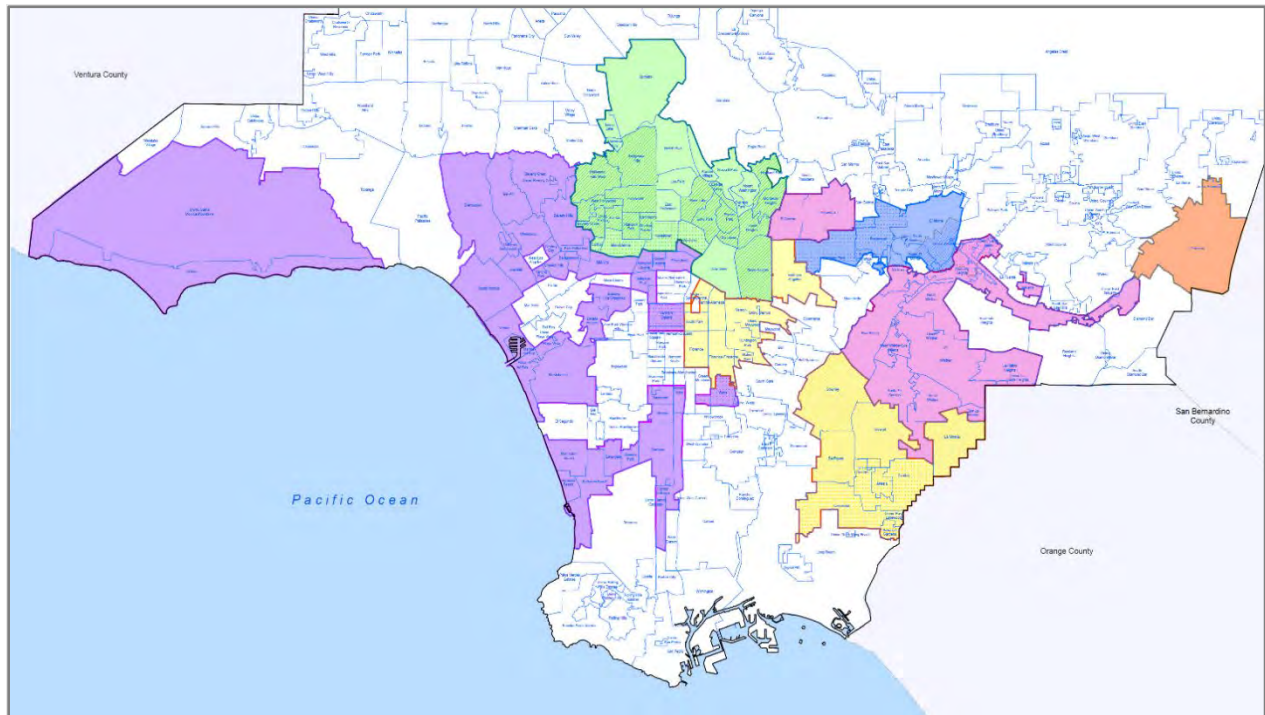


Figure 4: Map of Delegate Agency Sites in LACOE HSEL Service Area

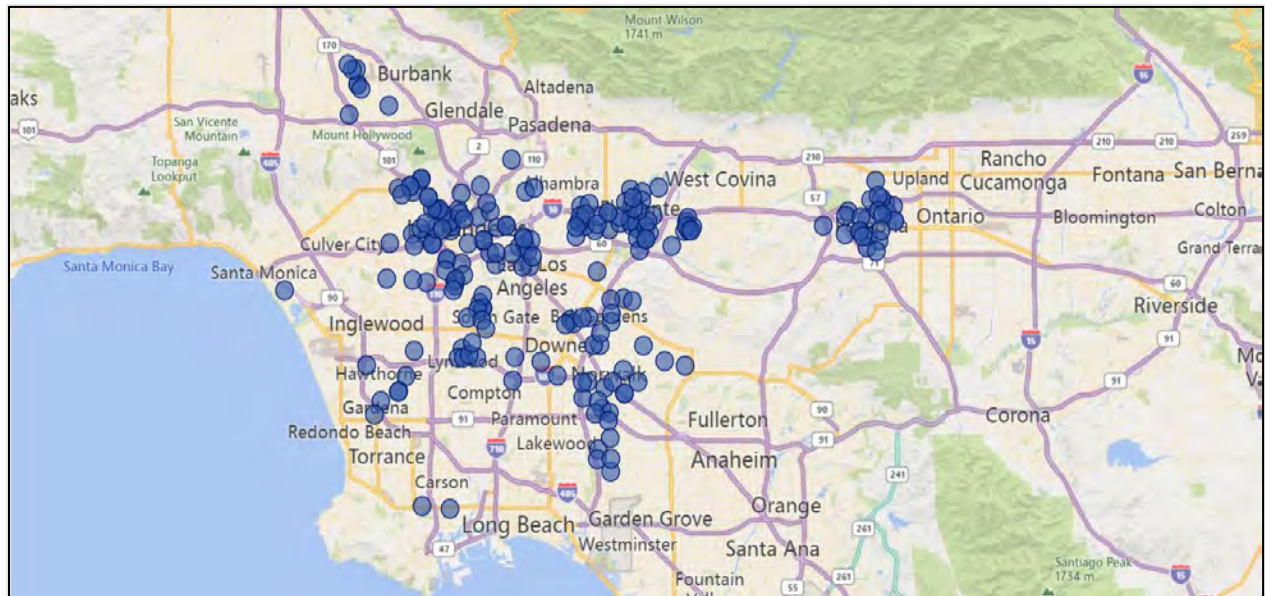


Table 1. Head Start Communities Served by LACOE Delegates

Delegate	Communities
ABC Unified School District	Artesia, Bellflower*, Cerritos, Downey*, Hawaiian Gardens, Lakewood, Norwalk*
Bassett Unified School District	Avocado Heights*, Baldwin Park*, Industry*, La Puente*, West Puente Valley*
Blind Children’s Center	East Hollywood*
Children’s Institute, Inc.	Chesterfield Square*, Green Meadows*, Harvard Park*, Vermont Square, Vermont-Slauson*, Watts
El Monte City School District	El Monte*, South El Monte*, Whittier Narrows*
Foundation for Early Childhood Education, Inc.	Beverly Grove, Boyle Heights, Chinatown, Echo Park, Elysian Park, Elysian Valley, Fairfax, Hancock Park, Highland Park*, Hollywood, Hollywood Hills, Hollywood Hills West, Larchmont, Lincoln Heights, Montecito Heights, Silver Lake, West Hollywood, Windsor Square
Garvey School District	Monterey Park*, Rosemead, San Gabriel*, South San Gabriel*
Mexican American Opportunity Foundation	Central-Alameda, Downey*, Downtown*, East LA*, Florence, Florence-Firestone, Historic South Central*, Huntington Park, Pico Rivera*, South Park, Vernon, Walnut Park
Mountain View School District	Avocado Heights*, El Monte*, Industry*, South El Monte*
Norwalk-La Mirada Unified School District	Bellflower*, Downey*, La Mirada, Norwalk*
Pacific Asian Consortium in Employment	Alondra Park, Arlington Heights, Athens, Baldwin Hills/Crenshaw, Bel-Air, Beverly Crest, Beverly Hills, Beverlywood, Brentwood, Century City, Cheviot Hills, Exposition Park*, Gardena, Gramercy Park*, Harbor Gateway, Harvard Heights, Hermosa Beach, Jefferson Park, Ladera Heights, Lawndale, Malibu, Manhattan

Delegate	Communities
	Beach, Marina del Rey, Mid-City, Pico-Robertson, Pico-Union, Playa del Rey, Playa Vista, Rancho Park, Redondo Beach, Santa Monica, Sawtelle, Unincorporated Santa Monica Mountains, Venice, Vermont Vista*, Veterans Administration, Westchester, Westlake*, Westmont*, Westwood
Para Los Niños	Atwater Village, Burbank, Cypress Park, Downtown*, East Hollywood*, Glassell Park, Griffith Park, Los Feliz, Mt. Washington, Toluca Lake, Universal City, Westlake*
Plaza de la Raza Child Development Services, Inc.	Alhambra, Avocado Heights*, East La Mirada, El Sereno, Industry*, La Habra Heights, North Whittier, Pico Rivera*, Santa Fe Springs, South Whittier, West Whittier-Los Nietos, Whittier, Whittier Narrows*
Pomona Unified School District	Pomona
St. Anne’s Family Services	Carthay, Koreatown, Mid-Wilshire, Westlake*

* Indicates community is shared between LACOE delegates or split with other grantees. Note: BCC’s service area is based solely on the location of the site; however, due to the nature of the population BCC serves, they have been approved to enroll children residing anywhere in Los Angeles County.

Table 2 provides an overview of Early Head Start services¹³ in designated zip codes throughout Los Angeles County served by LACOE delegates.

Table 2. EHS Zip Codes Served by LACOE Delegates

Delegate	Zip Codes
Bassett Unified School District	91706, 91744, 91745, 91746, 91790
Blind Children’s Center	90029*
Children’s Institute, Inc.	90002, 90003*, 90037, 90044, 90047, 90059, 90061, 90062, 90222
El Monte City School District	91731, 91732*, 91733*, 91780
Foundation for Early Childhood Education, Inc.	90004*, 90012*, 90023*, 90026*, 90028*, 90031, 90033*, 90036, 90038*, 90039, 90042, 90046, 90048, 90068, 90069
Garvey School District	91108, 91754, 91755, 91770, 91775, 91776, 91801*, 91803*
Mexican American Opportunity Foundation	90001, 90003*, 90011, 90012*, 90013, 90014, 90015, 90021*, 90022, 90023*, 90040, 90058, 90063, 90071, 90201, 90240*, 90241*, 90255, 90270, 90280, 90660*
Mountain View School District	91732*, 91733*
Norwalk-La Mirada Unified School District	90240*, 90241*, 90242*, 90638, 90639, 90650, 90701, 90703, 90706, 90712, 90713, 90715, 90716
Pacific Asian Consortium in Employment	90006*, 90007, 90008, 90016*, 90018*, 90019*, 90024, 90025, 90035, 90045, 90049, 90064, 90067, 90073, 90077, 90094, 90095, 90210, 90211, 90212, 90247, 90248, 90249, 90254,

Delegate	Zip Codes
	90260, 90263, 90265, 90266, 90277, 90278, 90291, 90292, 90293, 90401, 90402, 90403, 90404, 90405, 90501, 90503, 90504, 90505
Para Los Niños	90004*, 90017*, 90021*, 90027, 90028*, 90029*, 90038*, 90065, 91501, 91502, 91504, 91505, 91506, 91521, 91522, 91523
Plaza de la Raza Child Development Services, Inc.	90032, 90033*, 90242*, 90601, 90602, 90603, 90604, 90605, 90606, 90640, 90660*, 90670, 91748, 91801*, 91803*
Pomona Unified School District	91008, 91010, 91016, 91702, 91711, 91722, 91724, 91740, 91741, 91750, 91765, 91766, 91767, 91768, 91773, 91789
St. Anne's Family Services	90004*, 90005, 90006*, 90010, 90016*, 90017*, 90018*, 90019*, 90020, 90026*, 90057, 90262, 90723

* Indicates zip code is shared between delegates. Note: BCC's service area is based solely on the location of the site; however, due to the nature of the population BCC serves, they have been approved to enroll children residing anywhere in Los Angeles County.

In addition to LACOE HSEL, the following grantees¹⁴ provide Head Start and Early Head Start services to communities within LA County:

1. UCLA Early Head Start
2. USC School of Early Childhood Education
3. Allies for Every Child
4. Foothill Family Service
5. Hacienda-La Puente Unified School District
6. Dignity Health – California Hospital Medical Center
7. Los Angeles Education Partnership
8. Montebello Unified School District Head Start Program
9. El Nido Family Centers
10. Options for Learning
11. Human Services Association “Pasitos” Early Education
12. Long Beach Unified School District
13. Baldwin Park Unified School District
14. Palmdale School District – Early Head Start
15. Momentum – Pediatric Therapy Network
16. Child Care Resource Center
17. Venice Family Clinic
18. Vista Del Mar Child and Family Services/Home Safe
19. Crystal Stairs Inc.
20. Pacific Clinics Head Start/Early Head Start

LACOE PROGRAM PROFILE

Programs

LACOE promotes the health and wellbeing of children and their families by providing quality early learning programs throughout Los Angeles County that are focused on school readiness for children from birth to five years of age and pregnant mothers. In addition to administering one of the largest Head Start programs in the country, LACOE also administers California State Preschool (CSPP) and General Child Care and Development (CCTR) programs. Following is a brief description of each program and service delivery models based on the program year (PY) 2023-24 Funding Application.



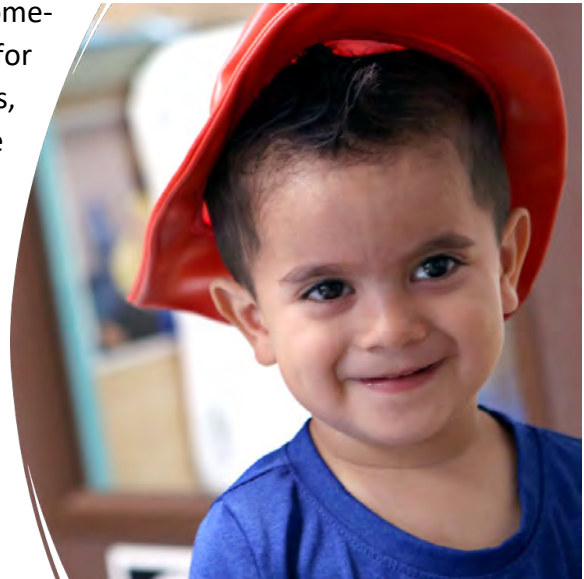
- **Early Head Start (EHS):** Provides family-centered services tailored to the unique needs of pregnant women, infants, and toddlers (birth to three years old) in center-based, home-based, or family child care settings. These programs are designed to promote the whole child through developmentally enriching caregiving experiences that nurture their physical, cognitive, social, and emotional growth and future school readiness success. Moreover, EHS provides expectant families prenatal supports and interventions that promote healthy pregnancies and positive parent-child relationships.
 - a. LACOE contracts with 14 delegates¹⁵ to deliver EHS services to 2,763 children in its designated EHS service area across the following program settings:¹⁶
 - 59% center-based
 - 39% home-based
 - 1% family child care
 - 1% locally-designed
- **Head Start (HS):** Provides preschool-aged children with program support in education, health, nutrition, mental health, disabilities, and family and community services in a center-based, home-based, or family child care setting. Head Start focuses primarily on helping children acquire the necessary school-readiness skills to succeed.
 - a. LACOE contracts with 15 delegates¹⁷ to deliver HS to 4,971 children in its designated HS service area across the following program settings:¹⁸
 - 98% center-based
 - Less than 1% home-based

- 1% family child care
 - Less than 1% locally-designed
- California State Preschool Program (CSPP): Serves three-to-five-year-old children in a center-based, part-day early education program. CSPP supports parent education, provides referrals to address social services, health and nutrition needs of children, and offers staff development opportunities.
 - a. The California Department of Education (CDE) funds LACOE to provide CSPP services to 1,175 children.
 - b. LACOE contracts with 7 delegates¹⁹ to deliver CSPP services to children through either a partnered program model (programs offering extended day services by partnering different funding sources) or co-located program model (children funded by separate programs but enrolled in the same class).
- General Child Care and Development Program (CCTR): Provides full-year services to children from birth to three years old in a center-based setting. CCTR offers child development services to families who have an identified need for services, such as families needing services because they are working, going to school, in job training, experiencing homelessness and seeking housing, and/or seeking employment.
 - a. The California Department of Social Services (CDSS) funds LACOE to provide CCTR services to 245 children.
 - b. LACOE contracts with 3 delegates²⁰ to deliver CCTR services to children through a partnered model.

LACOE also serves as the administrator for the following:

- Los Angeles County Quality Rating and Improvement System (QRIS): Quality Start Los Angeles (QSLA) is a countywide initiative²¹ designed to improve the quality in early care and education centers and family child care homes that serve children birth to five through the implementation of Los Angeles County's Quality Rating and Improvement System (QRIS). QSLA helps enhance program quality through coaching, technical assistance, professional development, and financial incentives.
- Inclusive Early Education Expansion Program (IEEEP): IEEEP is funded by an \$8.9 million grant from the California Department of Education's Early Education Division and Special Education Division. The purpose of IEEEP is to increase enrollment of children with a broad range of disabilities into early childhood education settings. LACOE HSEL will continue to implement a six-pronged approach that builds infrastructure and capacity through regionalized and comprehensive institutes, practice-based team coaching, practice-based individualized coaching, digital resources, inclusive infrastructure, and mobile services.

- Preschool Development Grant – Renewal (PDG-R): The PDG-R grant²² supports Los Angeles County’s efforts to increase support and capacity for family, friend, and neighbor (FFN) providers, family child care providers, and home-visiting providers to provide quality care for underserved populations, particularly infants, toddlers, and children from low-income families experiencing trauma stemming from homelessness, disasters, or other traumatic experiences. Funds also support utilizing the L.A. County Birth to Five Transition Systems Alignment Framework to implement effective transitions from early learning to elementary school. This grant is a partnership between LACOE and Child Care Alliance of Los Angeles (CCALA).



- California Preschool Instructional Network (CPIN): A professional learning system from the California Department of Education’s Early Education Division that works in collaboration with the California County Superintendents Educational Services Association Early Learning Subcommittee. CPIN provides professional learning, technical assistance, and support to preschool program administrators and teachers. CPIN serves Los Angeles County to promote age and developmentally appropriate, research-based teaching and learning strategies conducive to early learning and family engagement. CPIN also works in partnership with Quality Start Los Angeles in implementing communities of practice and providing enhanced professional learning sessions to QSLA coaches and providers.
- Universal Prekindergarten Career Development Initiative (UPK-CDI): An initiative designed to recruit and retain early childhood educators through an innovative, fast-track career development pathway approach. This initiative is funded by state, county, and philanthropic organizations. The following career development pathways are underway:
 - Assistant Teacher Pathway—enrolls parents of children currently and formerly enrolled in LACOE Head Start programs to earn their associate teacher permit and early childhood education (ECE) units, so that they may begin a career as an assistant teacher.
 - Teacher Pathway—designed for staff who either have or qualify for an Associate Teacher Permit. This pathway creates an opportunity for in-place professionals to acquire a Teacher Permit and move into a lead teacher role.
 - Transitional Kindergarten Teacher—provides individuals with a BA and a teaching credential with an opportunity to complete the requirements to teach in a Transitional Kindergarten classroom.

- Family Services Track—This program is a dual certification program. It allows participants to earn both the Family Development Credential and the Community Health Worker certification. The program provides frontline family workers with the knowledge and skills they need to coach families to set and reach their own goals for healthy self-reliance in their communities and promote the health and well-being of families. This is a professional development and credentialing program that has long been a part of LACOE’s professional development, offered to both family service specialists/advocates and parents.

Slot Distribution

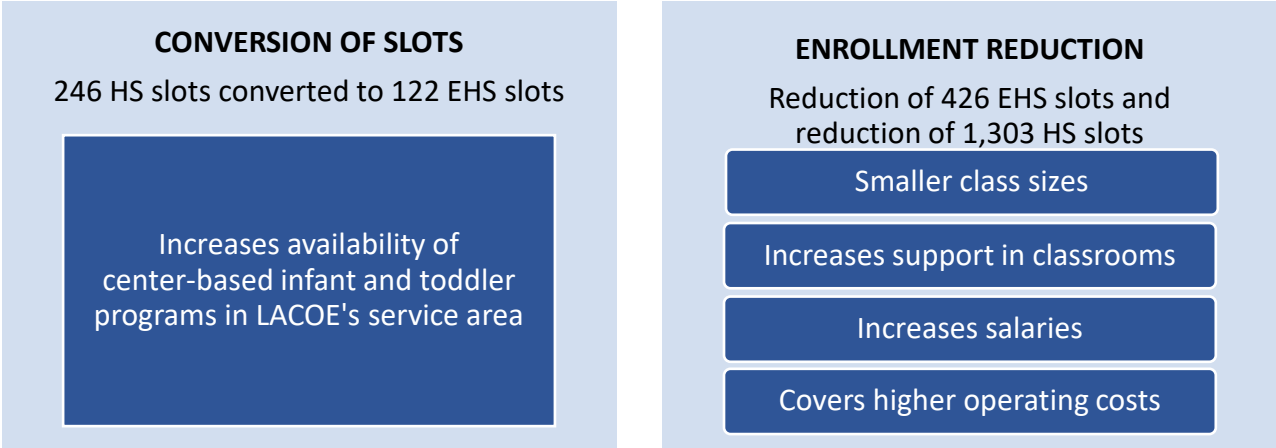
LACOE is responsible for program oversight, monitoring, technical assistance, training, and guidance for program implementation. LACOE does not operate programs directly, but rather contracts the direct operation of EHS, HS, CSPP, and CCTR services to 16 delegates,²³ consisting of nine private nonprofit organizations and seven school districts.

LACOE continues to face under-enrollment across programs throughout its service area.²⁴ The following list includes some of the reasons why families opt not to enroll in programs and some of the challenges faced in completing the enrollment process:

- Delays in opening classrooms due to staff vacancies (e.g., resulting from staff leaving the field, securing other employment, and/or retiring)
- Ongoing fears of exposure to COVID
- Pending health clearances due to additional follow-up needed (e.g., physician authorization for children with allergies, dietary restrictions, or requiring medication)
- Pending health clearances due to delays at doctor offices (primarily for Medi-Cal patients)
- Pending health clearances due to delegate staff vacancies in the health services area
- Delays in opening classrooms due to facility projects

The slot distribution for PY 2023-24 reflects the conversion of HS to EHS slots, as well as the enrollment reductions outlined in the 2023-24 Funding Application (Figure 5). The conversion of HS slots to EHS slots, as well as the enrollment reductions, did not displace any HS-eligible children, since many of these slots remained vacant during the 2022-23 program year.²⁵

Figure 5. Slot Distribution Implemented in PY 2023-24



Funding Source

In PY 2022-23, LACOE utilized various funding streams to serve 9,154 slots across its service area. Table 3 shows the distribution of slots by funding source across the 16 delegates that contract with LACOE in the current program year.

Table 3. Distribution of Federal and State Funded Slots for PY 2023-24

Delegate	HS	EHS	CSPP	CCTR	Total
ABC Unified School District	154	-	-	-	154
Bassett Unified School District	135	64	-	-	199
Blind Children’s Center	33	52	28	-	113
Children’s Institute, Inc.	126	134	-	-	260
El Monte City School District	381	95	48	-	524
Foundation for Early Childhood Education, Inc.	386	100	-	-	486
Garvey School District	318	194	90	-	602
Mexican American Opportunity Foundation	589	352	-	-	941
Mountain View School District	298	66	-	-	364
Norwalk-La Mirada Unified School District	513	204	24	-	741
Pacific Asian Consortium in Employment	564	270	260	-	1,094
Para Los Niños	210	137	-	81	428
Plaza de la Raza Child Development Services, Inc.	460	248	403	88	1,199
Pomona Unified School District	658	392	-	-	1,050
St. Anne’s Family Services	130	447	-	76	653
LACOE (Angeles House)	16	8	-	-	24
Volunteers of America	-	-	322	-	322
Total	4,971	2,763	1,175	245	9,154

Source: PY 2023-24 Funding Application. Note: All LACOE CSPP and CCTR are partnered or co-located with HS, and/or EHS, except for Volunteers of America, which only subcontracts with LACOE for CSPP and partners the slots with their own Head Start program.

Program Option

LACOE provides a variety of program options to meet the needs of children and families, including center-based, home-based, family child care, and a locally designed option (LDO).²⁶ In addition, delegates offer several program variations, including part-day (less than or equal to 6 hours/day) and full-day programs (more than 6 hours/day) that operate from nine to 12 months a year. Tables 4 and 5 show the EHS and HS slot distribution by program option for each delegate for PY 2023-24.

Table 4. Early Head Start Slot Distribution by Program Option and Delegate for PY 2023-24

Delegate	Center-based	Home-based	Family Child Care	Locally-designed	Total Slots
Bassett Unified School District	64	-	-	-	64
Blind Children’s Center	32	-	-	20	52
Children’s Institute, Inc.	112	22	-	-	134
El Monte City School District	40	55	-	-	95
Foundation for Early Childhood Education, Inc.	100	-	-	-	100
Garvey School District	88	106	-	-	194
Mexican American Opportunity Foundation	256	66	30	-	352
Mountain View School District	16	50	-	-	66
Norwalk-La Mirada Unified School District	48	156	-	-	204
Pacific Asian Consortium in Employment	104	166	-	-	270
Para Los Niños	137	-	-	-	137
Plaza de la Raza Child Development Services, Inc.	128	120	-	-	248
Pomona Unified School District	152	240	-	-	392
St. Anne’s Family Services	357	90	-	-	447
LACOE (Angeles House)	8	-	-	-	8
Total	1,642	1,071	30	20	2,763

Source: PY 2023-24 Funding Application.

Table 5. Head Start Slot Distribution by Program Option for PY 2023-24

Delegates	Center-based			Home-based	Family Child Care	Locally designed	Total Slots
	< 1,020 Hrs.	Double Session	> 1,020 Hrs.				
ABC Unified School District	-	-	154	-	-	-	154
Bassett Unified School District	-	-	135	-	-	-	135
Blind Children’s Center	-	-	17	-	-	16	33
Children’s Institute, Inc.	-	-	126	-	-	-	126
El Monte City School District	64	-	317	-	-	-	381
Foundation for Early Childhood Education, Inc.	-	-	386	-	-	-	386
Garvey School District	-	-	318	-	-	-	318

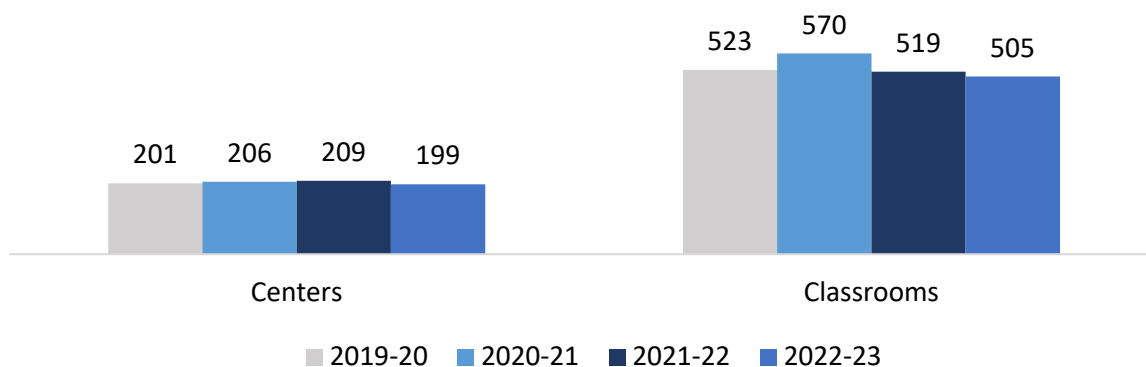
Delegates	Center-based			Home-based	Family Child Care	Locally designed	Total Slots
	< 1,020 Hrs.	Double Session	> 1,020 Hrs.				
Mexican American Opportunity Foundation	15	-	518	22	34	-	589
Mountain View School District	154	-	144	-	-	-	298
Norwalk-La Mirada Unified School District	84	-	429	-	-	-	513
Pacific Asian Consortium in Employment	167	-	397	-	-	-	564
Para Los Niños	56	-	154	-	-	-	210
Plaza de la Raza Child Development Services, Inc.	-	-	436	-	24	-	460
Pomona Unified School District	28	84	546	-	-	-	658
St. Anne's Family Services	-	-	130	-	-	-	130
LACOE (Angeles House)	-	-	16	-	-	-	16
Total	568	84	4,223	22	58	16	4,971

Source: PY 2023-24 Funding Application.

Facilities

As one of Los Angeles County's largest early childhood education providers, LACOE operates early learning programs across Los Angeles County. In 2022-23, LACOE operated 199 centers and maintained an inventory of 505 classrooms. Figure 6 provides data on the number of operational centers and classrooms over the course of the five-year grant period.

Figure 6. LACOE Operated Facilities by Year



In year five of the grant period, LACOE continues to ensure that facilities meet federal and state mandates while navigating increased construction and operation costs. The pandemic, for instance, limited the supply and availability of building materials, which caused some delays. So too, new state-mandated regulatory requirements, such as the testing of water fixtures for lead,

have increased costs for early learning programs.²⁷ Table 6 identifies completed projects at EHS centers. Table 7 describes projects in progress or planning stages.

Table 6. Completed Facilities Projects for EHS Centers in PY 2022-23

Delegate	Facility	Location	Type of Renovation
St. Anne’s	Abbott EHS	Lawndale	Lease and renovation of 5 district classrooms, installation of dedicated play area and parking
St. Anne’s	Lugo EHS	Lawndale	Lease and renovation of 5 district portable classrooms, one administrative office portable, installation of dedicated play area and parking.
Garvey SD	Marshall EHS	San Gabriel	Major renovation of 8 existing classrooms, administrative support space, exterior play area, and parking.

Table 7. ECE Facilities Projects in Progress of Planning Stage

Delegate	Facility	Location	Type of Renovation	Status
Blind Children’s Center	Blind Children’s Center	Los Angeles	Major renovation of classrooms and exterior play area.	Major renovation work to commence once project is approved by OHS and cleared through city plan check. Project is expected to be operational by end of year five.
El Monte City SD	Cortada	El Monte	Major renovation of school district site. Two existing older modular buildings to be replaced.	Once approved by the Division of the State Architect (DSA), project is expected to be completed and operational in year five.
PACE	The Learning Tree	Los Angeles	Major renovation of leased church classrooms and exterior play area.	A new center. Conditional Use Permit hearing approved in February. Project is expected to be completed and operational in year five.
	Anderson	Los Angeles	Demolition of existing 1968 portable and placement of single classroom modular relocated from Green.	PACE is finalizing lease with district and preparing OHS funding application. Once completed, the center will be operational in year five.
	Green	Los Angeles	Relocation of the single classroom modular to Anderson and placement of new double classroom modular at Green.	PACE is finalizing lease with district and preparing OHS funding application. Once completed, the center will be operational in year five.

LACOE closed the following five centers in 2022-23: Washington (at Plaza), Mariposa & Young Innovators (at MAOF), Adult and Career Education Child Development Center (A.C.E.) (at Pomona), and Gallatin (at Norwalk-La Mirada). These centers closed for a variety of reasons, ranging from enrollment reductions to lease expirations, and in one case, ongoing safety concerns. No children were displaced due to the center closures. A replacement center within the service area will be in operation in PY 2023-24.

Rent is a main reason for increased costs that have a major impact on program budgets. The cost of leasing facilities is expected to increase in the coming years, while the availability of space is expected to decrease.²⁸ In LACOE’s service area, the median cost of leasing for centers is \$3,457 per month.²⁹ The cost of leasing facilities is a significant factor that impacts program services. EHS center-based classrooms, for instance, need increased footage to accommodate both play and sleeping space requirements per child (typically cribs for a majority of the children). As such, leasing space for EHS programs is more expensive due to the additional square footage and facility requirements.

Program Eligibility

Income Eligibility

Financial eligibility for programs such as Head Start and Early Head Start is based on poverty guidelines that are adjusted for families of different sizes. Head Start and Early Head Start income eligibility is based on the federal poverty level (FPL),³⁰ while state program eligibility (CSPP and CCTR) is based on the percentage of state median income (SMI) (Table 8).^{31,32} Pregnant women and children from birth to age five who are from families with incomes below the poverty guidelines are eligible for Head Start and Early Head Start services.³³

Table 8. Income Eligibility for Federal and State Programs PY 2023-24

Family Size	Income Eligibility for:				Difference between 100% FPL and 100% SMI
	Federal Programs		State Programs		
	<i>Head Start & Early Head Start</i>		<i>CCTR</i>	<i>CSPP</i>	
	Annual Income (100% FPL)	Annual Income (130% FPL)	Annual Income (85% of SMI)	Annual Income (100% of SMI)	
1	\$14,580	\$18,954	\$73,536	\$86,514	\$71,934
2	\$19,720	\$25,636	\$73,536	\$86,514	\$66,794
3	\$24,860	\$32,318	\$83,172	\$97,843	\$72,983
4	\$30,000	\$39,000	\$96,300	\$113,292	\$83,292
5	\$35,140	\$45,682	\$111,708	\$131,419	\$96,279
6	\$40,280	\$52,364	\$127,116	\$149,546	\$109,266
7	\$45,420	\$59,046	\$130,008	\$152,944	\$107,524
8	\$50,560	\$65,728	\$132,888	\$156,343	\$105,783

In Los Angeles County, where the cost of living and minimum wage are much higher than the national average, Head Start faces challenges in serving families who are experiencing financial hardship yet don't meet eligibility criteria since their income exceeds the federal poverty limit.³⁴ Programs have found it challenging to find eligible children to enroll, since the income eligibility thresholds for Head Start are lower than for most state-funded programs.³⁵

The following two allowances were instituted to help enroll families that do not meet eligibility criteria but would benefit from program services: programs can enroll (1) up to 10% of children that do not meet any eligibility criteria and (2) up to 35% of children from families whose income is between 101 and 130 percent of the FPL (e.g. in 2023, 130% FPL for a family of four is \$39,000).^{36,37} By combining these two allowances, programs can have up to 45 percent of their total enrollment comprising families with incomes above 100 percent of the poverty guidelines.

Categorical Eligibility

While Head Start was designed as an “anti-poverty program” whose goal was to disrupt the cycle of generational poverty through comprehensive services, eligibility requirements are not focused on income alone.³⁸ As such, families experiencing homelessness, with children in the child welfare system, or receiving public assistance (such as CalWORKs or Supplemental Security Income) are automatically eligible for services—also known as categorically eligible.³⁹

Additionally, the Office of Head Start now includes the receipt of Supplemental Nutrition Assistance Program (SNAP) benefits in the definition of public assistance.⁴⁰ SNAP is a food assistance program that supplements the food budget of eligible families so that they can purchase healthy food. In California, SNAP is administered as CalFresh. Including SNAP benefits as part of Head Start categorical eligibility criteria has the potential to reduce unnecessary administrative burden on families and programs, as most SNAP recipients are already eligible for Head Start based on income, but previously had to prove income eligibility separately for both programs.⁴¹

In PY 2022-23, 32% of enrollment in LACOE HSEL programs consisted of families who were determined eligible due to income below the federal poverty guideline, 24% of enrollment consisted of children in foster care or experiencing homelessness, and 19% of enrollment was determined utilizing the allowances in the Head Start performance standards to serve families that are over 100% FPL but in need of care.^{42,43}

Additionally, the percentage of families that were eligible for services based on public assistance has historically ranged from 10 to 12 percent. However, in 2022-23, the first full program year in which SNAP was accepted in the definition of public assistance, 25% of families enrolled in LACOE Head Start programs on the basis of public assistance (Table 9). This data suggests that

demonstrating eligibility through public assistance may be a less burdensome process than proving income eligibility under the federal poverty level (FPL).

Table 9. Enrollment of Families by Eligibility Category

Year	Eligibility Category				
	0-100 FPL	100%+ FPL*	Foster	Homeless	Public Assistance
2019-20	48%	23%	3%	14%	12%
2020-21	42%	25%	3%	19%	10%
2021-22	40%	25%	3%	22%	10%
2022-23	32%	19%	3%	21%	25%

Source: Management Report – Eligibility Income, ChildPlus Report 2004. *The Head Start Act permits programs to fill up to 35% of enrollment with families who have incomes between 101% and 130% of FPL, and up to 10% with families over 130% of FPL. This column combines both categories.

Household Type

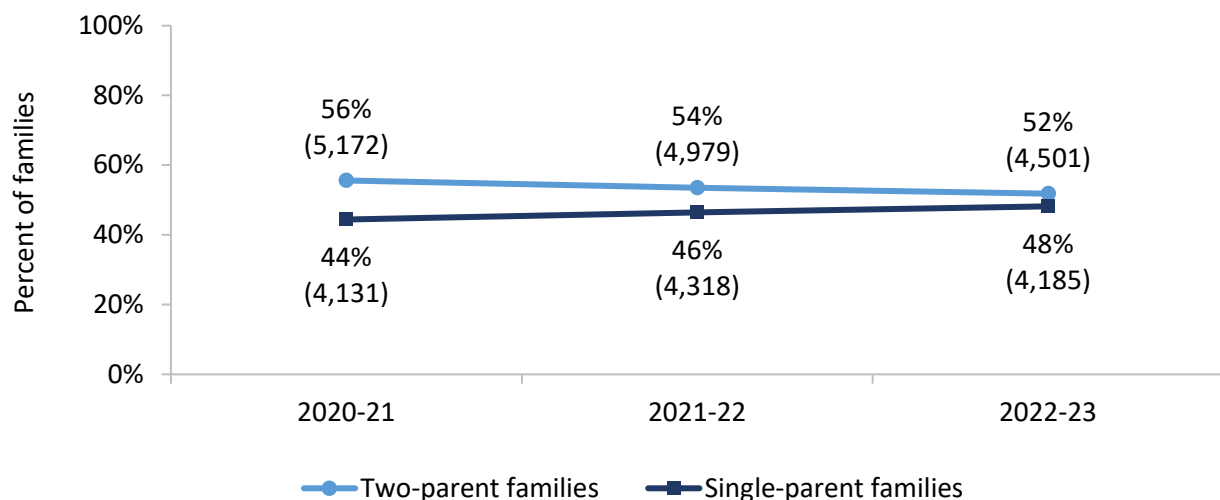
In 2022-23, the majority of families (52%) in LACOE’s service area consisted of two-parent, or dual-headed, households (Table 10). In 2022-23, a closer look by program type reveals that the Early Head Start–Child Care Partnership Expansion (EHS-CCP X) program had a higher percentage of single-parent families (56%) than EHS (46%) and HS (48%) programs. Figure 7 provides data on the family composition of LACOE HSEL families over time by program year.⁴⁴

Table 10. Family Composition by Program Type

Household Type	EHS	EHS-CCP X	HS	Total	
				#	%
Two-parent families	1,166	296	3,036	4,498	52%
Single-parent families	979	373	2,833	4,185	48%
LACOE Service Area	2,145	669	5,869	8,683	100%

Source: 2022-23 Program Information Report, ChildPlus Report #9900. Data retrieved 8/30/23.

Figure 7. LACOE HSEL Family Composition by Program Year



Race and Ethnicity

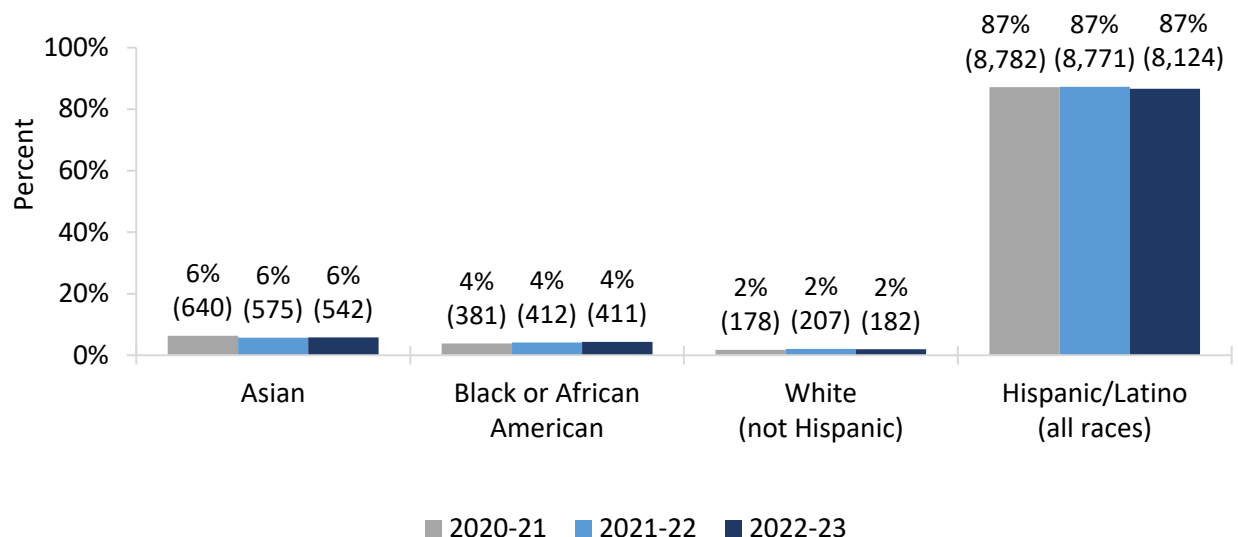
In 2022-23, the majority of children enrolled in LACOE HSEL programs were of Hispanic/Latino background (86%), followed by Asian (5%) and Black/African American (4%) (Table 11).⁴⁵ Figure 8 provides longitudinal data on the race/ethnicity of LACOE HSEL children by program year.⁴⁶

Table 11. Race/Ethnicity of Children by Program Type

Race/Ethnicity	EHS	EHS-CCP X	HS	Total	
				#	%
American Indian or Alaska Native	4	1	3	8	0.1%
Asian	65	90	388	543	5%
Black or African American	142	26	241	409	4%
Native Hawaiian or Pacific Islander	3	0	7	10	0.1%
White	47	17	118	182	2%
Hispanic/Latino (all races)	2,203	572	6,156	8,121	86%
Biracial/Multi-racial	10	9	39	58	1%
Other/Unspecified	8	8	60	76	1%

Source: 2022-23 Program Information Report, ChildPlus Report #9900. Data retrieved 8/30/23.

Figure 8. Race/Ethnicity of LACOE HSEL Children by Program Year



Age Distribution

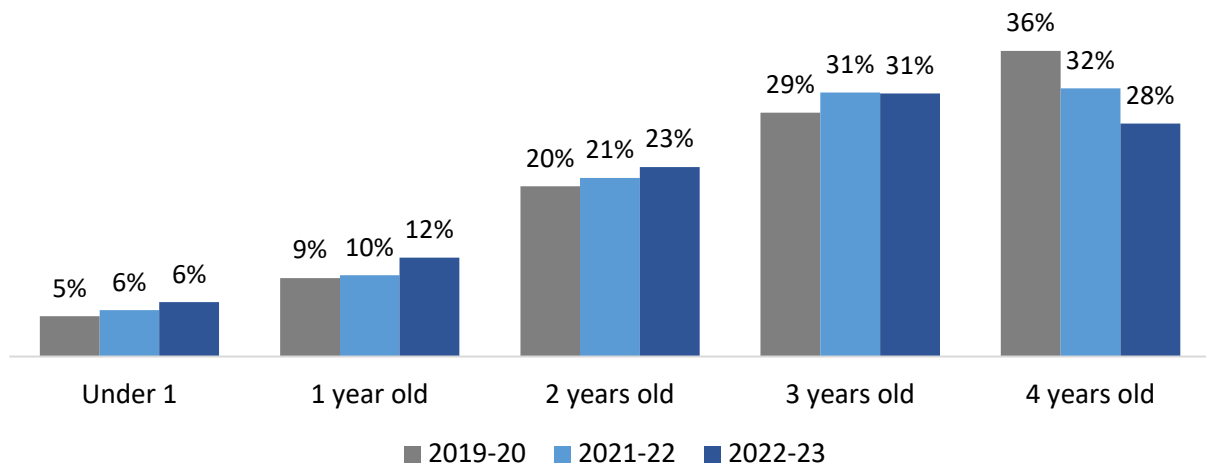
In 2022-23, the majority of children enrolled in LACOE HSEL programs were three- and four-year-olds (59%), and 41% of children served were two years old or younger (Table 12). In 2022-23, pregnant women accounted for 1% (93) of LACOE's total cumulative enrollment, which has remained consistent the past three years. Figure 9 provides longitudinal data on the age distribution of LACOE HSEL children by program year.⁴⁷

Table 12. Age Distribution by Program Type

Race/Ethnicity	EHS	EHS-CCP X	HS	Total	
				#	%
Under 1 year	505	99	0	604	6%
1 year old	823	274	0	1,097	12%
2 years old	1,011	340	761	2,112	23%
3 years old	48	10	2,854	2,912	31%
4 years old	0	0	2,589	2,589	28%

Source: 2022-23 Program Information Report, ChildPlus Report #9900. Data retrieved 10/9/23.

Figure 9. Age Distribution of LACOE HSEL Children by Program Year



Primary Language

In 2022-23, the primary language for most families was English (57%), followed by Spanish (38%), East Asian Languages (4%), and Middle Eastern & South Asian Languages (1%) (Table 13).⁴⁸ In 2022-23, a closer look by program type reveals that the EHS program had a higher percentage of families whose primary language was Spanish (42%) than EHS-CCP X (32%) and HS (37%) programs. Additionally, in 2022-23 an estimated 72% (6,738) of children are acquiring or learning another language in addition to English and are considered dual language learners.⁴⁹

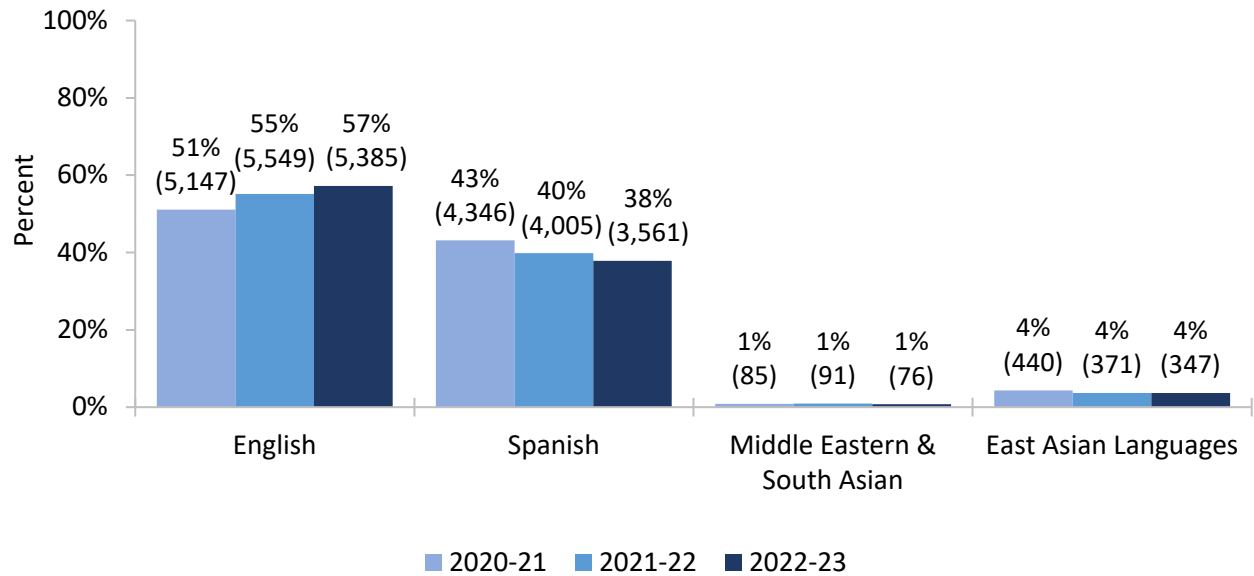
Table 13. Primary Language by Program Type

Language	EHS	EHS-CCP X	HS	Total	
				#	%
English	1,394	414	3,576	5,384	57%
Spanish	1,039	228	2,295	3,562	38%
Middle Eastern & South Asian Languages	12	7	57	76	1%
East Asian Languages	27	65	248	340	4%

Source: 2022-23 Program Information Report, ChildPlus Report #9900. Data retrieved 8/30/23.

A review of data across the project period shows a decrease in the number of LACOE HSEL families whose primary language was Spanish, from 43% in 2021 to 38% in 2023 (Figure 10).^{50,51}

Figure 10. Primary Language of LACOE HSEL Families by Program Year



Employment, School, and Job Training

An understanding of the work, school, and job training schedules of parents is critical in ensuring that Head Start and Early Head Start programs are meeting the needs of the community. In 2022-23, 75% of families in LACOE’s service area had at least one parent who was employed, enrolled in school, or in job training at enrollment (Table 14). Of note, an estimated 7% of families (147)⁵² became employed (or in school/job training) by the end of the program year, who weren’t initially at enrollment.

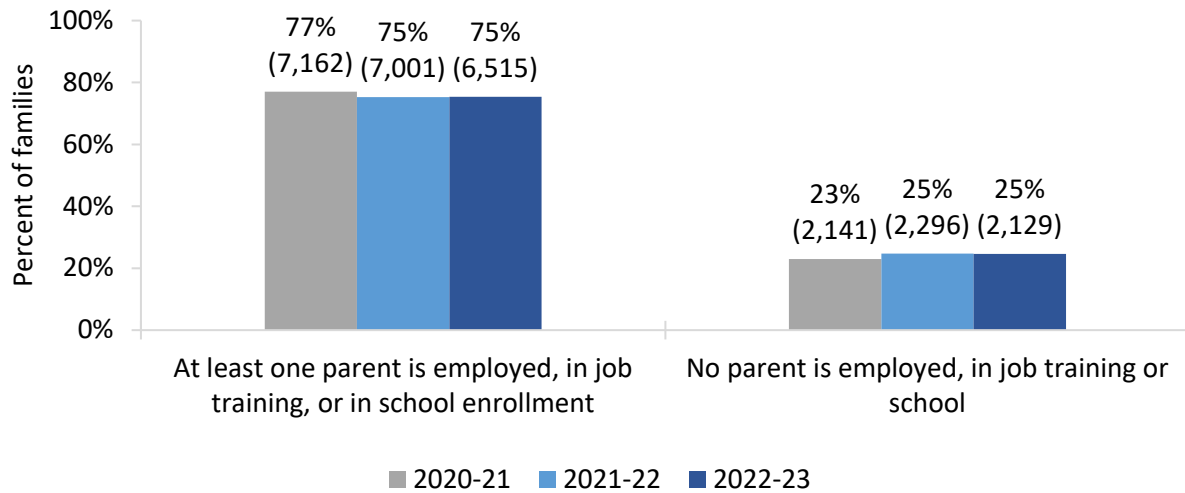
Table 14. Parent Schedules at Enrollment by Program Type

Parent Schedules at Enrollment	EHS	EHS-CCP X	HS	Total	
				#	%
At least one parent is employed, in job training, or in school at enrollment	1,573	476	4,457	6,506	75%
No parent is employed, in job training, or school at enrollment	556	185	1,376	2,117	25%
LACOE Service Area	2,129	661	5,833	8,623	100%

Source: 2022-23 Program Information Report – Performance Indicator Report. Data retrieved 8/30/23.

Figure 11 provides longitudinal data on the percent of LACOE HSEL families who were employed (or in school or job training) by program year.⁵³

Figure 11. LACOE HSEL Parent Schedules by Program Year



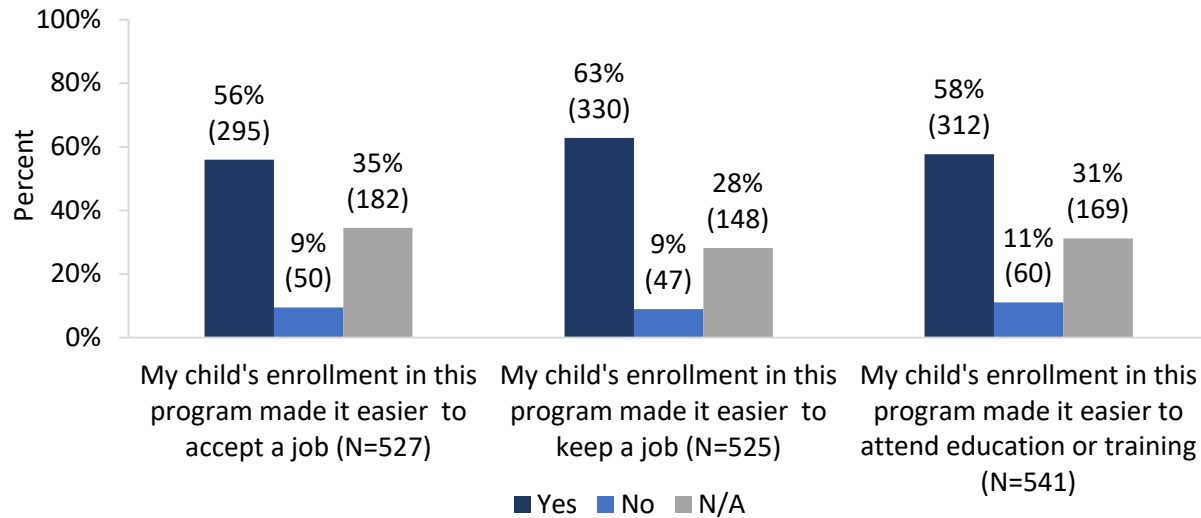
Additionally, as part of the Program Self-Evaluation (PSE) required by the California Department of Education, delegates who operate state-funded programs (CSPP or CCTR) distributed a parenting survey to currently enrolled families. A total of 643 responses were received, which is representative of approximately 42% of families enrolled in state-funded programs.^{54,55}

Survey results provide data on how program participation contributed to a parent’s ability to get and/or keep a job, as well as whether enrollment in the program facilitated their ability to participate in job training or education (Figure 12). As part of the survey, parents/caregivers responded to the following questions:

- Has your child’s enrollment in this program made it easier to accept a job?
- Has your child’s enrollment in this program made it easier to keep a job?
- Has your child’s enrollment in this program made it easier to attend education or training?

Results indicated that 56% (N=295) of parents found it easier to accept a job because of their children’s enrollment in the program. So too, 63% (N=330) report that their child’s enrollment in program made it easier to keep a job. Additionally, 58% (N=312) of parent respondents indicated that being enrolled in the program facilitated their ability to attend education or training (Figure 12). This data can be used as a proxy for understanding a parent’s typical work, school, and training schedules.

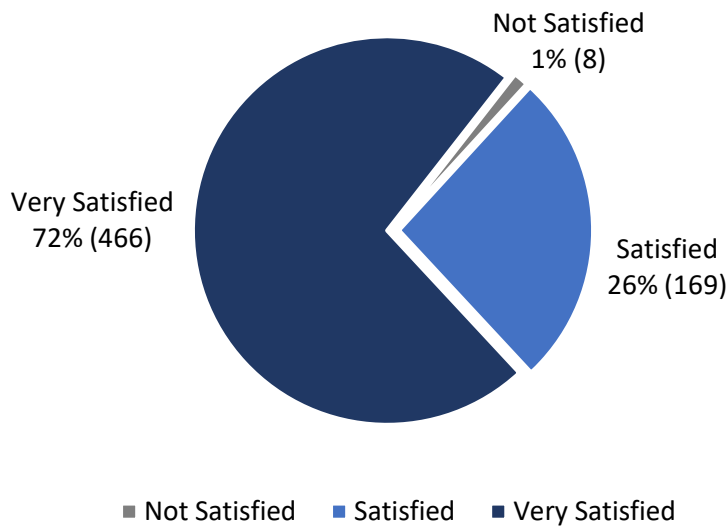
Figure 12. Impact of Program Enrollment on Parent Work, School, or Training Schedules



Program Satisfaction

Results from the Program Self-Evaluation also provided data on how satisfied families are with the overall quality of the program. Data results show that 98% of parents surveyed (N=635) reported being “very satisfied” or “satisfied” with the overall quality of the program (Figure 13).

Figure 13. Parent Satisfaction with Overall Quality of State-Funded Programs



Educational Attainment

In 2022-23, an estimated 35% (3,066) of LACOE HSEL families were high school graduates, 31% (2,724) had an associate degree or vocational training (2,724), 11% (916) had an advanced degree or bachelor’s degree, and 22% (1,938) did not complete high school.⁵⁶ Table 15 provides data on educational attainment by program type.

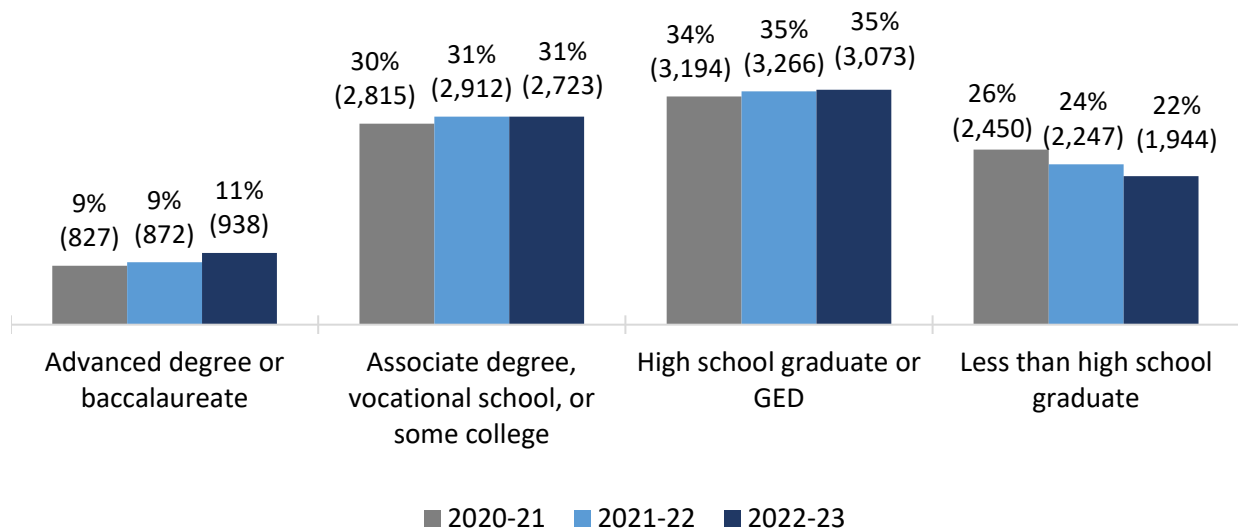
Table 15. Parent Education by Program Type

Language	EHS	EHS-CCP X	HS	Total	
				#	%
Advanced degree or baccalaureate	267	118	531	916	11%
Associate degree, vocational school, or some college	691	195	1,838	2724	31%
High school graduate or GED	734	231	2,101	3066	35%
Less than high school graduate	441	120	1,377	1938	22%

Source: 2022-23 Program Information Report, ChildPlus Report #9900. Data retrieved 8/30/23.

Figure 14 provides longitudinal data on the educational attainment of LACOE HSEL families by program year.⁵⁷

Figure 14. Educational Attainment of LACOE HSEL Families by Program Year



Family Services

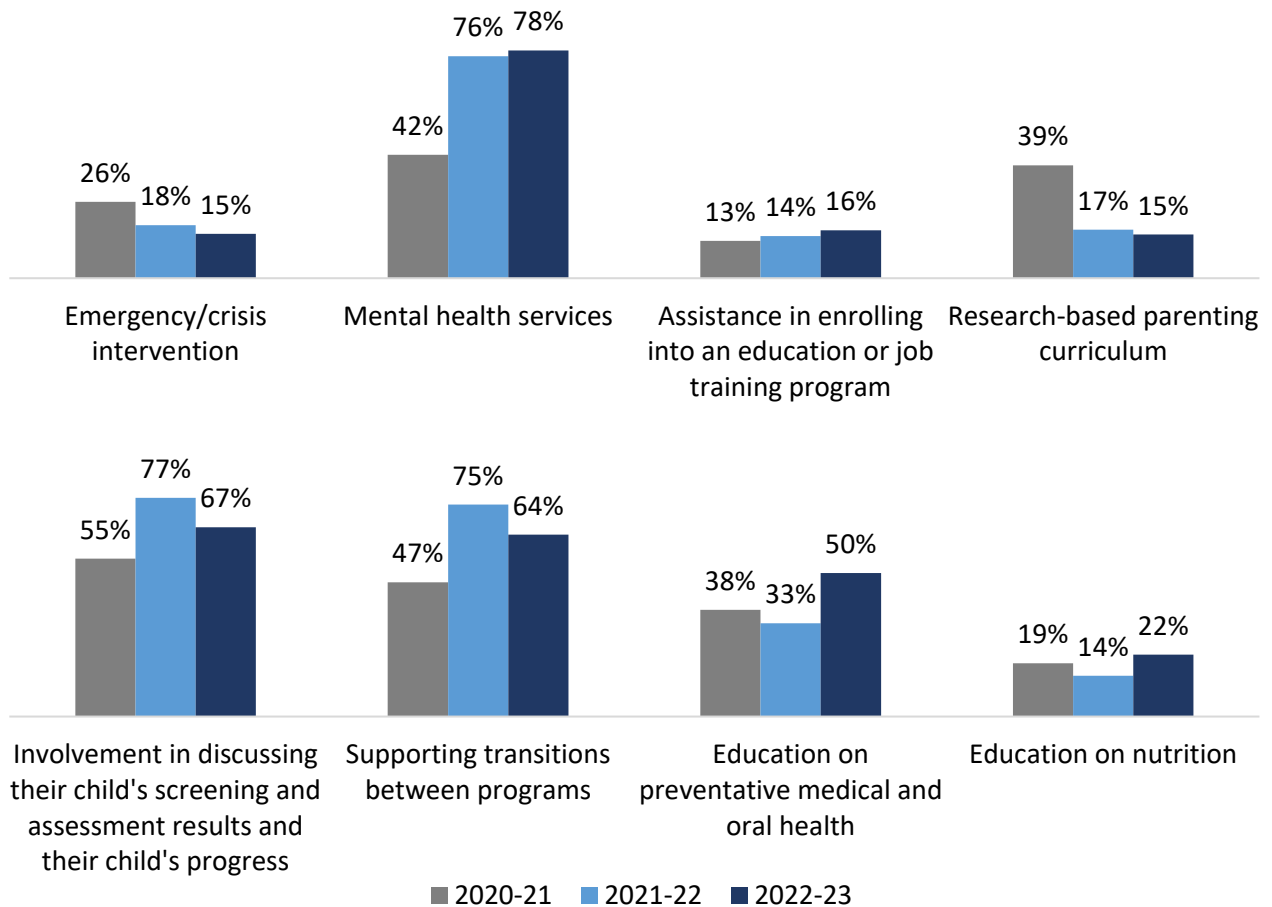
In 2022-23, 99% of LACOE HSEL families (8,581) received at least one service that promotes family outcomes. In total, 78% of families (6,794) received mental health services in 2022-23. Table 16 provides data on the multiple services provided to families based on needs identified by family.⁵⁸ Figure 15 provides longitudinal data on services provided to families over the project period.

Table 16. Family Services Provided to LACOE HSEL Families

Family Services	Families receiving services	
	#	%
Total Number of Families = 8,686		
Mental Health Services	6,794	78%
Involvement in discussing child’s screening and assessment results and their child’s progress	5,778	67%
Supporting transitions between programs (e.g., EHS to HS, HS to Kindergarten)	5,551	64%
Education on preventive medical and oral health	4,382	64%
Education on nutrition	1,891	22%
Assistance in enrolling into an education or job training program	1,426	16%
Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	1,325	15%
Research-based parenting curriculum	1,218	15%

Source: 2022-23 Program Information Report.

Figure 15. Services Provided to LACOE HSEL Families by Program Year



LA COUNTY PROFILE

Population

Understanding the rate at which a population grows or declines is critical for projecting the resources needed to adequately build infrastructure and support services in a community, such as education, childcare, housing, transportation, and health care.⁵⁹ Population growth is based on



three components of change: births, deaths, and migration.⁶⁰ That is, population growth results from: (1) natural change—the difference between births and deaths in a population and (2) migration—the movement of people from one area to another. The largest contributor in local population growth tends to be domestic migration, with people moving between areas within the United States.

A look at population growth over time shows that LA County has grown 1.9% between 2000 and 2022 (Table 17).⁶¹ In contrast, during that same time span, the population of Riverside County increased by 58.7%, San Bernardino County by 27.7%, and Orange County by 10.4%. Recent population estimates show a slight decrease in LA County’s population between 2021 and 2022 (-0.9%). In fact, in 2022, Los Angeles

County had the largest population decline in the United States, with a decrease of 90,704 individuals.^{62,63}

Table 17. Population Growth 2000-2022

County	2000	2010	2020	2021	2022	% increase 2000 to 2022
Los Angeles	9,538,191	9,823,246	9,992,236	9,811,842	9,721,138	1.9%
Riverside	1,558,985	2,201,546	2,422,847	2,453,178	2,473,902	58.7%
San Bernardino	1,718,037	2,040,848	2,183,239	2,192,882	2,193,656	27.7%
Orange	2,854,513	3,015,171	3,185,516	3,161,005	3,151,184	10.4%

Source: U.S. Census Bureau, Population Division, Annual Estimates of the Resident Population for Counties in California, Tables: CO-EST2022-POP-06, CO-EST-2019-ANNRES-06, CO-EST00INT-01-06.

LACOE’s service area represents 37.8% of the total population of LA County (Table 18). Within LACOE’s service area, the following delegates have a higher percentage of the population: 1) PACE (19.6%), 2) Foundation (15.4%), and 3) Plaza (11.8%).

Table 18. Total Population by State, County, and LACOE HSEL Service Area

Area	Total Population	% of Total Population
California	39,237,836	100.0%
LA County	9,829,544	25.1%
LACOE Service Area	3,711,415	37.8%
ABC	241,487	6.5%
Bassett	29,525	0.8%
BCC	35,037	0.9%
CII	198,861	5.4%
El Monte	72,222	1.9%
Foundation	571,047	15.4%
Garvey	120,813	3.3%
MAOF	361,967	9.8%
Mt. View	59,749	1.6%
Norwalk	223,156	6.0%
PACE	726,302	19.6%
Para Los Niños	271,993	7.3%
Plaza	438,953	11.8%
Pomona	204,919	5.5%
St. Anne's	155,384	4.2%

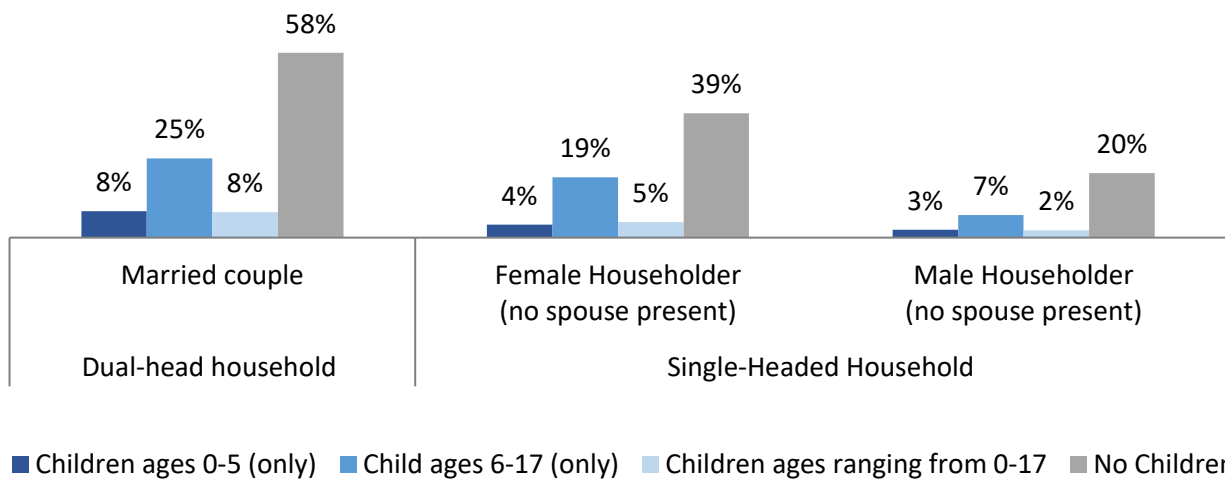
Source: American Community Survey, Demographic and Housing Estimates, 2021 5 Year Estimates, Table DP05.

Household Type

Household composition plays an important role in the economic and social wellbeing of families and impacts the pool of resources available in the community to support their needs.⁶⁴ Los Angeles County is home to 3.4 million households, of which 67% (2.2 million) are families (Table 19). Among all households in LA County, 67.2% consist of dual-headed families, and approximately 1 in 3 households (32.8%) are single-headed families.

Figure 16 provides data on the number of families in LA County with children by household type.⁶⁵ Results indicate that for families with children, the 6-17 age group constitutes the greatest percentage across household types. For instance, in dual-headed households in LA County, 25% of families only have children 6-17 years old, and 8% of families only have children ages 0-5. Overall, 42% of dual-headed households in LA County (and 40% of single-headed households) have children under age 18.

Figure 16. Family Type by Age of Children for Los Angeles County



Overall, the LACOE service area reflects a similar distribution of dual-headed and single-headed households as seen in LA County. Of the 1.2 million households in LACOE’s service area, 63.9% consist of dual-headed households and 36.1% are single-headed households (Table 19). Within LACOE’s service area, 66% of single-led households are female. Additionally, 41% of dual-headed households in LACOE’s service area (and 40% of single-headed households) have children under the age of 18.

Within LACOE’s service area the following delegates have the highest percentage of dual-headed households: 1) Para Los Niños (70.5%), 2) ABC (69.5%), and Garvey (68.9%). The following delegates within LACOE’s service area have the largest percentage of single-headed households: 1) CII (52.2%), 2) MAOF (45.9%), and 3) El Monte (42.4%) (Table 19).

Table 19. Types of Households by State, County, and LACOE HSEL Service Area

Area	Total Households	Total Families	% Dual Headed Households (married couple)	% of Single Headed Households
California	13,217,586	9,060,746	72.2%	27.8%
LA County	3,342,811	2,216,821	67.2%	32.8%
LACOE Service Area	1,240,017	793,435	63.9%	36.1%
ABC	74,184	58,139	69.5%	30.5%
Bassett	6,981	6,084	67.3%	32.7%
BCC	13,218	6,712	61.0%	39.0%
CII	50,741	38,823	47.8%	52.2%
El Monte	18,714	15,213	57.6%	42.4%
Foundation	233,375	106,757	65.9%	34.1%
Garvey	36,485	28,701	68.9%	31.1%
MAOF	88,053	72,472	54.1%	45.9%

Area	Total Households	Total Families	% Dual Headed Households (married couple)	% of Single Headed Households
Mt. View	15,260	12,559	58.1%	41.9%
Norwalk	62,924	51,187	68.3%	31.7%
PACE	261,018	162,419	62.3%	37.7%
Para Los Niños	118,864	56,641	70.5%	29.5%
Plaza	137,304	101,872	68.8%	31.2%
Pomona	57,600	44,558	68.0%	32.0%
St. Anne's	65,296	31,298	58.5%	41.5%

Source: American Community Survey, Households and Families, 2021 5 Year Estimates, Table S1101.

Race and Ethnicity

Understanding a community’s racial and ethnic background is a key piece of demographic data that provides insight into the needs and strengths in a community and can guide planning and decision-making.⁶⁶ In Los Angeles County, 48.7% of the population identifies as being of Hispanic/Latino background, followed by White (25.5%), Asian/Pacific Islander (14.8%) and Black/African American (7.6%) (Figure 17).⁶⁷

Population projections for Los Angeles County estimate that the Hispanic population will grow steadily to 54.3% by 2060, thus comprising the majority of residents in the county. Additionally, by 2060, the population of White residents in LA County is projected to decline to 23%. So too, the population of Black residents is projected to decline to 7.8% and that of Asian residents to 11.3% (Table 20).⁶⁸

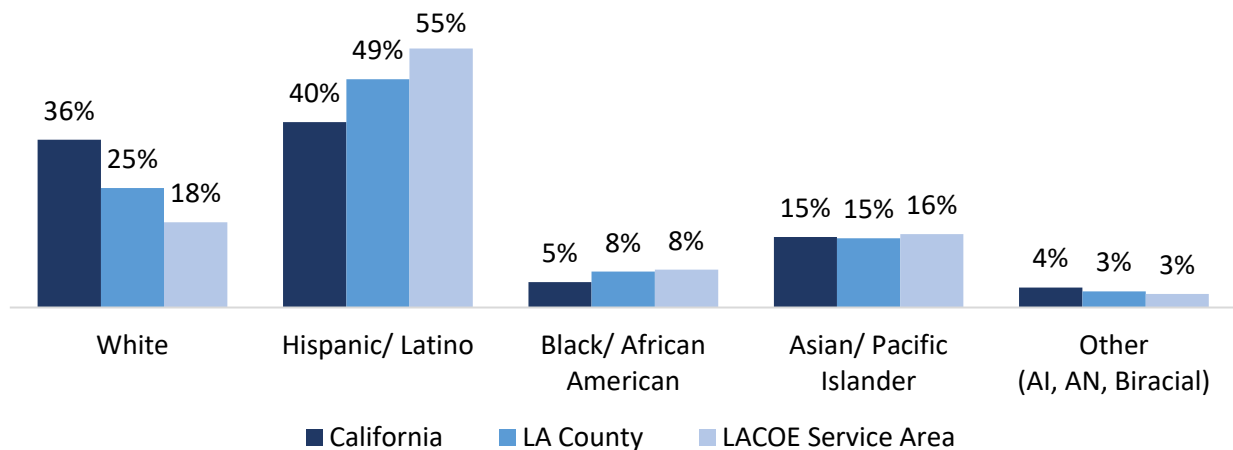
Table 20. Race and Ethnicity Projections for LA County

Race/Ethnicity	2010	2020	2030	2040	2050	2060
White	27.9%	26.3%	25.2%	24.1%	23.3%	23.0%
Black	8.4%	8.1%	8.1%	8.0%	7.9%	7.8%
American Indian or Alaska Native	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	13.6%	13.5%	12.8%	12.2%	11.7%	11.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Multiracial	1.8%	2.1%	2.3%	2.6%	2.8%	3.2%
Hispanic (any race)	47.8%	49.7%	51.2%	52.7%	53.8%	54.3%

Source: California Department of Finance. Report P-2D: Population Projections

The racial and ethnic background of the population that resides in LACOE HSEL’s service area is largely representative of LA County, with the majority of the population being Hispanic/Latino (55.2%), followed by White (18.2%) and Asian/Pacific Islander (15.6%) (Figure 17, Table 21).

Figure 17. Racial/Ethnic Composition of LACOE HSEL Service Area, State, and LA County



Source: American Community Survey, Demographic and Housing Estimates, 2021 5-Year Estimates, Table DP05

The majority of the children and families residing within LACOE’s service area are of Latino/Hispanic background (55%) (Table 21).⁶⁹ However, the racial and ethnic composition of the population served by each delegate agency varies locally, with some delegates having a greater distribution of Asian, White, and Black families in their respective catchment areas (Table 21). For instance, within Garvey’s service area, 64.6% of the population is Asian/Pacific Islander. Similarly, CII and PACE each have an estimated 20% of the population who are Black/African American. Within Foundation’s service area, 30.5% of the population—and 45.1% for Para Los Niños—is White (Table 21).⁷⁰

Table 21. Race and Ethnicity by State, County, and LACOE HSEL Service Area

Area	White	Hispanic/Latino	Black/African American	Asian/Pacific Islander	Other
California	35.8%	39.5%	5.4%	15.0%	4.3%
LA County	25.5%	48.7%	7.6%	14.8%	3.4%
LACOE Service Area	18.2%	55.2%	8.1%	15.6%	2.9%
ABC	20.1%	40.9%	9.2%	25.8%	4.1%
Bassett	3.2%	83.1%	2.4%	10.7%	0.6%
BCC	24.6%	53.5%	3.7%	15.7%	2.5%
CII	1.3%	76.1%	19.8%	1.1%	1.8%
El Monte	3.2%	70.1%	0.4%	25.7%	0.6%
Foundation	30.5%	46.6%	4.2%	14.7%	3.9%
Garvey	4.7%	28.4%	0.6%	64.6%	1.6%
MAOF	1.3%	94.0%	3.3%	0.8%	0.6%
Mt. View	3.4%	64.8%	0.6%	30.4%	0.9%
Norwalk	16.4%	64.8%	3.2%	13.5%	2.1%
PACE	22.1%	42.4%	20.4%	11.2%	3.9%
Para Los Niños	45.1%	31.7%	5.2%	13.0%	5.0%
Plaza	14.9%	65.2%	1.8%	15.8%	2.2%

Area	White	Hispanic/ Latino	Black/African American	Asian/Pacific Islander	Other
Pomona	11.5%	59.3%	5.1%	21.6%	2.5%
St. Anne's	9.9%	51.7%	6.7%	29.1%	2.6%

Source: American Community Survey, Demographic and Housing Estimates, 2021 5 Year Estimates, Table DP05.

Foreign-Born Population

Approximately 34.1% of the population in Los Angeles County is foreign-born (Table 22).⁷¹ The majority of the foreign-born population comes from Latin America (56%) or Asia (36%). The following countries account for the highest percent of the foreign-born population in Los Angeles County: Mexico (36%), El Salvador (8%), Philippines (7%), China (6%), Guatemala (5%), and Korea (4%).⁷²

Within LACOE’s service area, 35.8% of the population is foreign-born (Table 22). Three delegates—St. Anne’s, Garvey, and BCC—have service areas with over half of their residents foreign-born (54.7%, 54.2%, and 50.5%, respectively). Additionally, the following delegates have service areas with a considerable percentage of foreign-born residents: 1) Mt. View (48.5%), 2) El Monte (47.1%), and MAOF (42.6%) (Table 22).

Table 22. Foreign-Born Residents by State, County, and LACOE HSEL Service Area

Area	Total Population	Foreign-Born Population	
		#	%
California	39,237,836	10,454,934	26.6%
LA County	9,829,544	3,353,967	34.1%
LACOE Service Area	3,711,415	1,327,043	35.8%
ABC	241,487	74,349	30.8%
Bassett	29,525	11,395	38.6%
BCC	35,037	17,681	50.5%
CII	198,861	73,541	37.0%
El Monte	72,222	33,987	47.1%
Foundation	571,047	207,532	36.3%
Garvey	120,813	65,474	54.2%
MAOF	361,967	154,352	42.6%
Mt. View	59,749	28,954	48.5%
Norwalk	223,156	68,667	30.8%
PACE	726,302	218,426	30.1%
Para Los Niños	271,993	83,822	30.8%
Plaza	438,953	131,194	29.9%
Pomona	204,919	74,192	36.2%
St. Anne's	155,384	83,477	54.7%

Source: American Community Survey, Place of Birth For The Foreign-Born Population In The United States, 2021 5-Year Estimates, Table B05006.

Age Distribution

The age distribution in a population provides key data on economic growth rate, labor force participation, and the need for education and healthcare services.⁷³ That is, age demographic trends help anticipate and project potential needs for education, child care, health care, and other services in the community.⁷⁴ Additionally, age projections point to an overall shortage of children relative to older populations, which in turn is expected to result in workforce shortages in the coming decades.⁷⁵

Population projections for Los Angeles County estimate a steady increase in the number of individuals who are 65 years and older, from 11% in 2010 to an estimated 32% in 2060 (Table 23).⁷⁶ Additionally, by 2060, the population of children 0-2 years old is projected to decline to 2.3% (from an estimated 3.9% in 2010). So too, the 3-to-4-year-old population is projected to continue to decline through 2060 (Table 23). These projections suggest that Los Angeles County will become increasingly older, and that the number of children under age 18—and specifically under age 5—will remain steady or decrease by 2060.

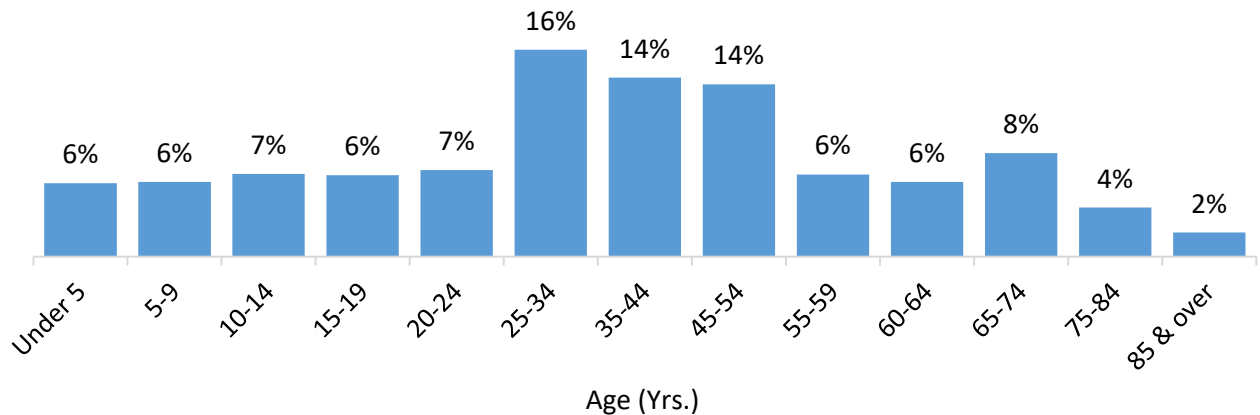
Table 23. Age Projections for LA County

Age	2010	2020	2030	2040	2050	2060
0-2 years	3.9%	3.2%	2.8%	2.7%	2.5%	2.3%
3 to 4 years	2.6%	2.3%	1.9%	1.8%	1.7%	1.6%
5 to 17 years	17.8%	16.1%	13.9%	12.3%	11.9%	11.5%
18 to 24 years	10.8%	10.2%	9.9%	8.8%	8.3%	8.3%
25 to 39 years	22.2%	20.2%	18.7%	18.0%	16.7%	15.6%
40 to 64 years	31.6%	32.7%	31.4%	30.3%	29.2%	29.1%
65+ years	10.9%	15.3%	21.3%	26.1%	29.6%	31.6%

Source: California Department of Finance. Report P-2B: Population Projections by Individual Year of Age

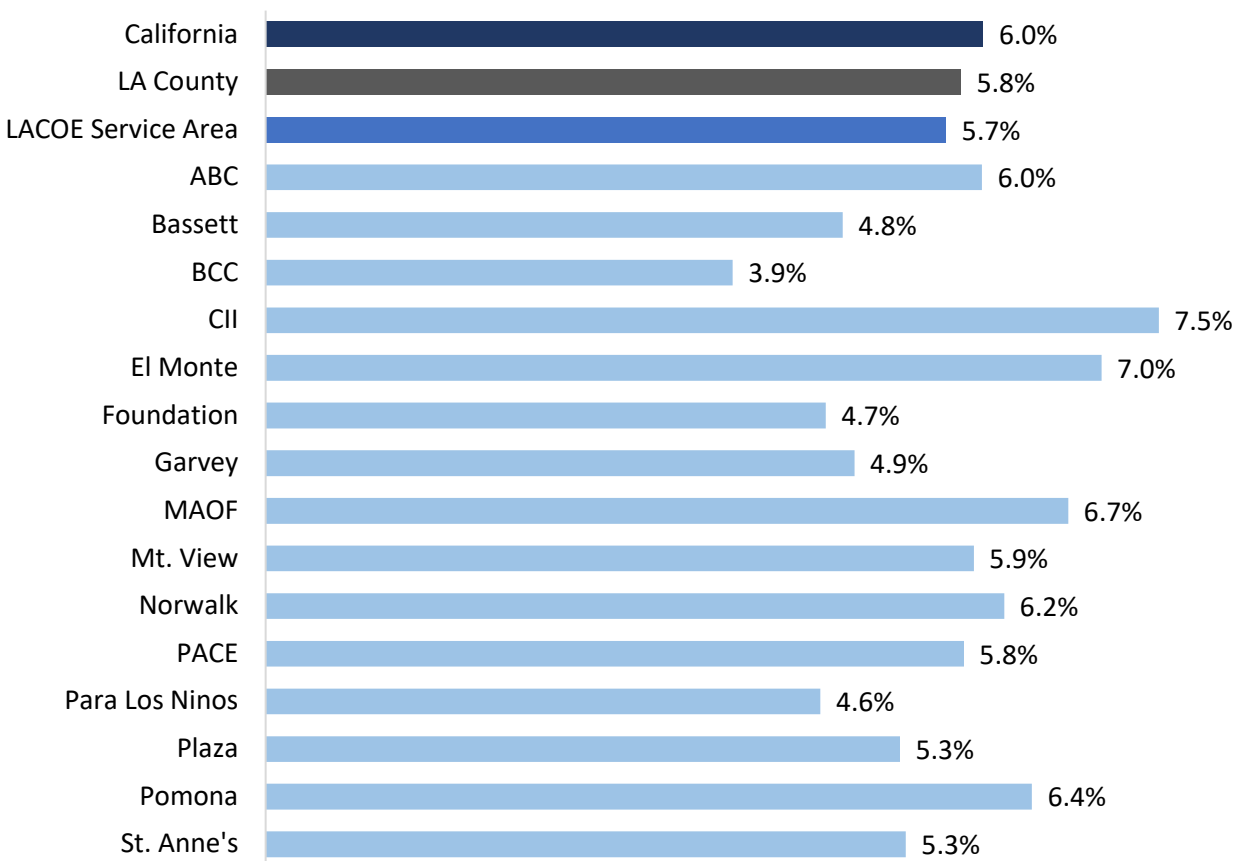
In Los Angeles County, 44% of the population is between 25 and 54 years old (Figure 18).⁷⁷ Children under the age of five account for 5.8% of the population (Figures 18 & 19). In contrast, Riverside and San Bernardino Counties have slightly higher percentages of children under five, 6.2% and 6.9%, respectively.⁷⁸

Figure 18. Age Distribution of LA County Population



Within LACOE’s service area, 5.7% of the population consists of children under age five, which is representative of LA County (Figure 19). The following delegates have the highest percentage of children under age five: 1) CII (7.5%), 2) El Monte (7.0%), and MAOF (6.5%). The delegate with the lowest percentage of children under the age of five is BCC (3.9%), followed by Para Los Niños (4.6%) (Figure 19).⁷⁹

Figure 19. Children Under the Age of 5 by State, County, and LACOE HSEL Service Area



A closer look at the age distribution of children in LACOE’s service area shows that 3.3% of children are under age three and 2.4% are 3-4 years of age (Table 24). Within LACOE’s area, CII and El Monte have a higher percentage of children under age three, 4.2% and 4.1%, respectively (Table 24).⁸⁰

Table 24. Children by Age for State, County, and LACOE HSEL Service Area

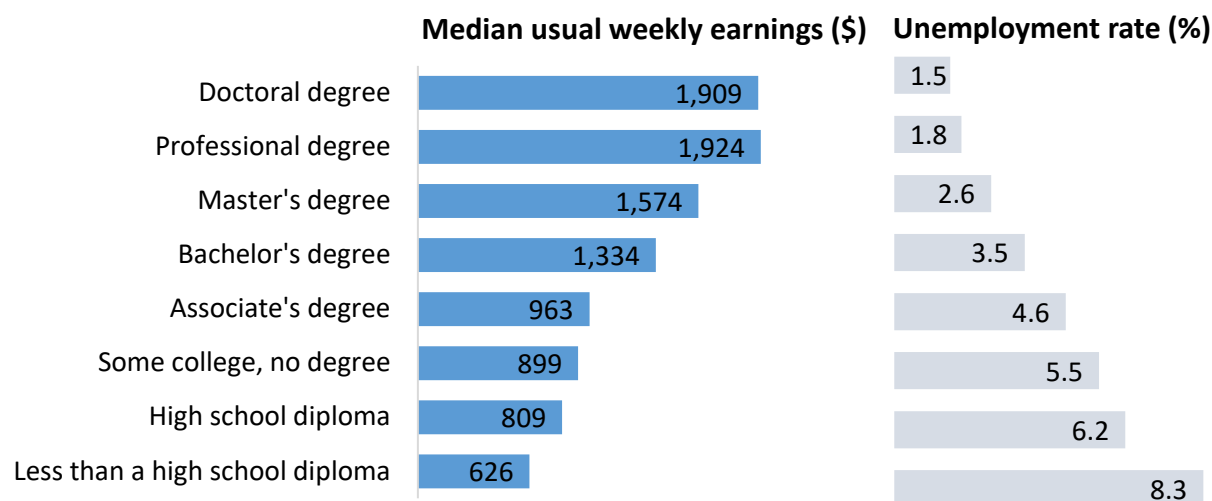
Area	Under Age 3 (%)	3 to 4 years (%)	5 years (%)
California	3.4%	2.5%	1.2%
LA County	3.4%	2.4%	1.1%
LACOE Service Area	3.3%	2.4%	1.1%
ABC	3.4%	2.6%	1.2%
Bassett	2.9%	2.0%	0.7%
BCC	1.7%	2.2%	0.9%
CII	4.2%	3.2%	1.4%
El Monte	4.1%	2.9%	1.2%
Foundation	2.8%	1.9%	0.7%
Garvey	2.6%	2.3%	1.0%
MAOF	3.9%	2.8%	1.4%
Mt. View	3.3%	2.6%	0.9%
Norwalk	3.6%	2.6%	1.1%
PACE	3.4%	2.4%	1.2%
Para Los Niños	2.7%	1.9%	1.0%
Plaza	3.1%	2.2%	1.1%
Pomona	3.4%	3.0%	1.1%
St. Anne's	3.2%	2.2%	1.1%

Source: American Community Survey, Population Under 18 Years of Age, 2021 5 Year Estimates, Table B09001.

Educational Attainment

Educational attainment is one key indicator of wellbeing, such that adults with higher levels of education earn more and are less likely to be unemployed than those without a high school diploma.^{81,82} Figure 20 provides data on earnings⁸³ and unemployment as a function of educational attainment.

Figure 20. Earnings and Unemployment Rates by Educational Attainment, 2021



Source: U.S. Bureau of Labor Statistics, Current Population Survey.

In Los Angeles County, 20.1% of the population⁸⁴ lacks a high school diploma, which is higher than rates seen for California (15.7%) and the nation (11.1%). Additionally, 22.2% of the population in LA County has a bachelor’s degree, which is similar to rates seen across the state (22.8%) (Table 25).⁸⁵

Within LACOE’s service area, 23.8% of the population—nearly 1 in 4 adults—does not have a high school diploma (Table 25). The following delegates have the highest percentage of adults without a high school diploma in their service area: 1) MAOF (49.0%), 2) CII (43.5%), and El Monte (41.0%). The following delegates have the highest percentage of residents with graduate degrees: Para Los Niños (14.9%), followed by Foundation (13.8%) (Table 25).⁸⁶

Table 25. Educational Attainment by State, County, and LACOE HSEL Service Area

Area	Population 25 Years and Over	No Diploma (%)	High School (%)	Some College (including AA) (%)	Bachelor's Degree (%)	Graduate Degree (%)
California	26,909,869	15.7%	20.4%	28.4%	21.8%	13.4%
LA County	6,883,696	20.1%	20.5%	25.8%	22.2%	12.0%
LACOE Service Area	2,578,826	23.8%	21.0%	24.6%	20.7%	9.9%
ABC	167,706	14.8%	21.8%	31.9%	21.7%	9.9%
Bassett	20,254	31.2%	30.3%	24.6%	10.2%	3.8%
BCC	27,096	24.2%	20.0%	22.5%	25.5%	7.9%
CII	121,211	43.6%	25.3%	21.3%	7.2%	2.6%
El Monte	47,841	41.0%	26.4%	20.2%	10.1%	2.3%

Area	Population 25 Years and Over	No Diploma (%)	High School (%)	Some College (including AA) (%)	Bachelor's Degree (%)	Graduate Degree (%)
Foundation	430,252	20.2%	16.4%	21.1%	28.5%	13.8%
Garvey	89,018	26.0%	24.1%	21.5%	20.7%	7.7%
MAOF	221,605	49.0%	23.6%	18.8%	6.4%	2.2%
Mt. View	39,523	35.7%	29.3%	21.1%	11.2%	2.8%
Norwalk	150,513	18.3%	25.8%	29.9%	18.5%	7.4%
PACE	507,262	19.6%	18.8%	25.1%	23.3%	13.2%
Para Los Niños	208,743	11.8%	15.7%	27.2%	30.4%	14.9%
Plaza	303,283	18.7%	25.8%	28.9%	17.6%	9.0%
Pomona	132,722	23.1%	21.9%	27.9%	18.1%	9.1%
St. Anne's	111,797	29.4%	18.0%	17.6%	25.5%	9.6%

Source: American Community Survey, Educational Attainment, 2021 5 Year Estimates, Table S1501.

ELIGIBLE CHILDREN

Eligible Population

LACOE reviews data on the number of children that are income eligible for EHS and HS services throughout Los Angeles County and within LACOE’s service area.⁸⁷ This data provides an opportunity to examine trends in the population, including the number of children receiving services.

Los Angeles County

In Los Angeles County, 49,973 children meet the eligibility criteria for Early Head Start services on the basis of family income. It is estimated that 22% (11,170) of eligible children residing in Los Angeles County will receive services (Table 26). A look at eligibility data over time reveals that the number of EHS-eligible children in Los Angeles County increased 14% (6,288) between 2022-23 (43,685) and 2023-24 (49,973). However, while the number of EHS-eligible children increased, the overall population of children in this age group decreased 21% (-69,037) since 2019-20.

Table 26. EHS-Eligible Children Served in Los Angeles County

Year	Population	Eligible at 100% FPL	Served by EHS*	Served by CCTR	Total Served	% Served
2019-20	335,983	78,227	5,437	4,551	9,988	13%
2020-21	323,114	64,830	6,171	4,838	11,009	17%
2021-22	291,925	61,993	8,565	2,412	10,977	18%
2022-23	272,089	43,685	8,750	2,594	11,344	26%
2023-24	266,946	49,973	8,183	2,987	11,170	22%

Source: Service Area Matrix (SAM). *Served by EHS includes LACOE and other EHS grantees.

Parallel trends were identified in HS income-eligible children throughout Los Angeles County. The number of children meeting the eligibility criteria for HS services increased 9% (3,016) from 2022-23 (32,365) to 2023-24 (35,381). However, this age group experienced a population decrease of 28% (70,770) since 2019-20 (Table 27).

Table 27. HS-Eligible Children Served in Los Angeles County

Year	Population	Eligible at 100% FPL	Served by HS*	Served by CSPP	Total Served	% Served
2019-20	254,927	60,000	22,302	36,796	59,098	98%
2020-21	239,126	49,688	21,524	37,145	58,669	118%
2021-22	215,127	46,507	19,168	24,371	43,539	94%
2022-23	197,369	32,365	18,112	24,124	42,236	130%
2023-24	184,157	35,381	16,309	24,658	40,967	116%

Source: Service Area Matrix (SAM). *Served by HS includes LACOE and other HS grantees.

LACOE HSEL

Early Head Start

In LACOE’s service area, 5,820 (43%) income-eligible children were served in EHS and EHS-CCP X programs through the combined efforts of our delegates and other providers (Table 28).⁸⁸

Table 28. EHS-Eligible Children Served in LACOE HSEL Service Area in 2023-24

Delegate	Population	Eligible at 100% FPL	LACOE EHS	LACOE EHS-CCP X	CCTR	Other EHS*	Total Served*	% Served
Bassett	2,719	364	64	-	9	311	384	105%
BCC	227	58	20	32	2	30	84	143%
CII	4,043	1,403	134	-	23	402	559	40%
El Monte	2,102	438	95	-	-	552	647	148%
Foundation	4,780	905	100	-	59	513	672	74%
Garvey	2,921	351	194	-	8	45	247	70%
MAOF	7,534	2,051	246	106	62	836	1,250	61%
Mt. View	891	240	66	-	-	73	139	58%
Norwalk	10,527	1,139	204	-	9	62	275	24%
PACE	20,106	2,088	270	-	24	471	765	37%
Plaza	9,998	1,352	160	88	20	221	489	36%
PLN	4,416	699	56	81	10	323	470	67%
Pomona	10,259	1,269	362	30	29	68	489	39%
St. Anne's	3,994	1,078	372	75	17	424	888	82%
Total**	84,773	13,533	2,351	412	274	2,783	5,820	43%

Source: Service Area Matrix (SAM). * The total calculation for Other EHS Served and Total Served have been calculated to not duplicate EHS providers in shared communities. BCC’s service area in the SAM is based solely on the location of the site; however, due to the nature of the population BCC serves, they have been approved to enroll children anywhere in Los Angeles County. ** Total calculations may not add up due to rounding.

In LACOE’s service area, the number of EHS-eligible children increased 13% (1,545) between 2022-23 (11,988) and 2023-24 (13,533). The percentage of children served decreased slightly over the last year (-3%).

Table 29. EHS-Eligible Children Served in LACOE HSEL Service Area by Year

Year	Population	Eligible at 100% FPL	LACOE EHS	LACOE EHS-CCP X	CCTR	Other EHS*	Total Served	% Served
2019-20	89,592	19,942	2,046	428	543	2,134	5,151	26%
2020-21	93,284	21,195	2,313	532	587	2,547	5,979	28%
2021-22	96,478	17,309	2,170	816	224	2,864	6,074	35%
2022-23	88,692	11,988	2,251	816	251	2,657	5,975	50%
2023-24	84,773	13,533	2,351	412	274	2,783	5,820	43%

Source: Service Area Matrix (SAM). * The total calculation for Other EHS Served and Total Served has been calculated to not duplicate EHS providers in shared communities.

Head Start

LACOE’s Head Start service area includes an estimated 67,167 three- and four-year-olds. Of these, an estimated 13,882 children (21%) are eligible for Head Start because the household income is below 100% of the federal poverty level. Within LACOE’s service area, 62% of HS-eligible children (8,646) are served by our delegates or other providers.

Table 30. HS-Eligible Children Served in LACOE HSEL Service Area in 2023-24

Delegate	Population	Eligible at 100% FPL	LACOE HS	CSPP	Other HS*	Total Served*	% Served
ABC	3,950	403	154	144	-	298	74%
Bassett	520	79	135	17	-	152	193%
BCC	389	110	33	16	56	105	96%
CII	2,673	1,085	126	137	-	263	24%
El Monte	1,309	332	381	10	-	391	118%
Foundation	5,960	1,279	386	483	-	869	68%
Garvey	1,663	243	318	77	-	395	163%
MAOF	10,623	3,312	589	817	686	2,092	63%
Mt. View	1,267	343	298	7	-	305	89%
Norwalk	4,625	559	513	114	54	681	122%
PACE	16,264	2,627	564	506	-	1,070	41%
PLN	4,315	819	210	220	159	696	76%
Plaza	6,695	912	460	167	69	696	76%
Pomona	3,250	755	658	50	-	708	94%
St. Anne’s	2,694	783	130	161	70	361	46%
Total**	67,167	13,882	4,971	2,987	688	8,646	62%

Source: Service Area Matrix (SAM). *The total calculation for Other HS and Total Served has been calculated to not duplicate HS providers in shared communities. BCC’s service area in the SAM is based solely on the location of the site; however, due to the nature of the population BCC serves, they have been approved to enroll children anywhere in Los Angeles County.**Total calculations may not add up due to rounding and include the Willowbrook community, which has not yet been assigned to a delegate agency.

Mirroring the patterns observed for EHS-eligible children, the number of HS-eligible children increased 15% (1,782) between 2022-23 (12,100) and 2023-24 (13,882). A look at total population shows a downward trend for this age group, with a decrease of 31% (-30,838) from 2019-20 to 2023-24. However, the percent of HS-eligible children served in 2023-24 (62%) has remained relatively the same as in 2019-20 (57%).

Table 31. HS-Eligible Population in LACOE HSEL’s Service Area by Year

Delegate	Population	Eligible at 100% FPL	LACOE HS	CSPP	Other HS*	Total Served*	% Served
2019-20	98,005	24,671	8,333	5,247	556	14,136	57%
2020-21	92,544	20,526	7,713	4,546	399	12,658	62%
2021-22	81,144	18,551	7,117	2,899	477	10,493	57%
2022-23	69,967	12,100	6,520	2,868	478	9,866	82%
2023-24	67,167	13,882	4,971	2,987	688	8,646	62%

Source: Service Area Matrix (SAM). * The total calculation for Other HS and Total Served has been calculated to not duplicate HS providers in shared communities.

Impact of Transitional Kindergarten

Transitional Kindergarten (TK) eligibility is determined solely on age, unlike Head Start, which is based on income and categorical eligibility. The precise number of children who enrolled in TK but would have met income eligibility for HS is not available. To address this, LACOE projected the percentage of TK-enrolled children who could have potentially benefited from HS services. This projection applied the same percentage of HS income eligible slots to the total population (Table 32).⁸⁹

Table 32. Projected Children in TK Who Are Income-Eligible for Head Start

Delegate	Population	Eligible at 100% FPL	Projected Children in TK that could have been served by HS	
			#	%
ABC	3,950	403	32	8%
Bassett	520	79	9	12%
BCC	389	110	7	6%
CII	2,673	1,085	148	14%
El Monte	1,309	332	23	7%
Foundation	5,960	1,279	190	15%
Garvey	1,663	243	27	11%
MAOF	10,623	3,312	364	11%
Mt. View	1,267	343	28	8%
Norwalk	4,625	559	53	9%
PACE	16,264	2,627	206	8%
PLN	4,315	819	95	12%
Plaza	6,695	912	115	13%
Pomona	3,250	755	46	6%
St. Anne's	2,694	783	122	16%
Total*	67,167	13,882	1,421	10%

Total calculations match the Service Area Matrix (SAM). *Total calculations may not add up due to rounding and include the Willowbrook community, which has not yet been assigned to a delegate agency. **Data retrieved from California Department of Education. TK Enrollment data based on 2021-22 Census Day.

After accounting for the number of children in TK who could have been served by HS services, the projected percentage of income-eligible children served in LACOE's service area increases from 62% (Table 31) to 73% (Table 33). Table 33 includes projected data on: (1) children served by LACOE HS, CSPP, and other HS programs who are income eligible at 100% FPL, and (2) how many TK children could have also qualified for HS services based on their families' income.

Table 33. TK Impact on HS-Eligible Population Served in LACOE’s HSEL Service Area

Delegate	Population*	Eligible at 100% FPL	Projected # in TK eligible for HS	HS/CSPP/ Other HS Served	Projected # Served Eligible at 100% FPL	
					#	%
ABC	3,950	403	32	325	357	89%
Bassett	520	79	9	155	164	209%
BCC	389	110	7	105	112	102%
CII	2,673	1,085	148	264	412	38%
El Monte	1,309	332	23	392	415	125%
Foundation	5,960	1,279	190	887	1,077	84%
Garvey	1,663	243	27	407	434	179%
MAOF	10,623	3,312	364	2,110	2,474	75%
Mt. View	1,267	343	28	306	334	97%
Norwalk	4,625	559	53	697	750	134%
PACE	16,264	2,627	206	1,105	1,311	50%
PLN	4,315	819	95	589	684	84%
Plaza	6,695	912	115	725	840	92%
Pomona	3,250	755	46	712	758	100%
St. Anne’s	2,694	783	122	366	488	62%
Total**	67,167	13,882	1,421	8,646	10,067	73%

* The total calculation for Other HS and Total Served has been calculated to not duplicate HS providers in shared communities.

**Total calculations may not add up due to rounding and include the Willowbrook community, which has not yet been assigned to a delegate agency. TK enrollment data retrieved from California Department of Education and based on 2021-22 Census Day. Eligibility data based on the Service Area Matrix (SAM).

Home-Based Programs

The home-based program option at LACOE provides home visitations and group socializations to families with children under five years of age, pregnant women, and new parents. Home visits focus on promoting a strong parent-child attachment and coaching parents on learning activities that foster their child’s development. LACOE uses the Parents as Teachers (PAT)⁹⁰ home visiting curriculum, which focuses on child-focused learning experiences and promotes a parent’s ability to support their children’s cognitive, social, emotional, language, literacy, and physical development. Specifically, PAT is a research-based birth-to-five home-based curriculum that promotes the parent’s role as the child’s teacher through experiences focused on the parent-child dyad, individual family traditions, cultural values, and beliefs.⁹¹

In PY 2023-24, LACOE will serve an estimated 1,093 participants (children and pregnant women) in the home-based program option.⁹² The number of home-based slots accounts for 12% (1,093) of HS and EHS slots (9,154). The majority of home-based services are provided to Early Head Start participants (98%).

SPECIAL POPULATIONS

Homelessness

Homelessness in Los Angeles County is a crisis that has unfolded over decades and is attributable to multiple factors, including 1) soaring rents and lack of affordable housing, 2) stagnant incomes, 3) racial disparities and inequality, and most recently, 4) economic repercussions from the COVID-19 pandemic.⁹³ In California, an estimated 171,000 people experience homelessness on a daily basis.⁹⁴

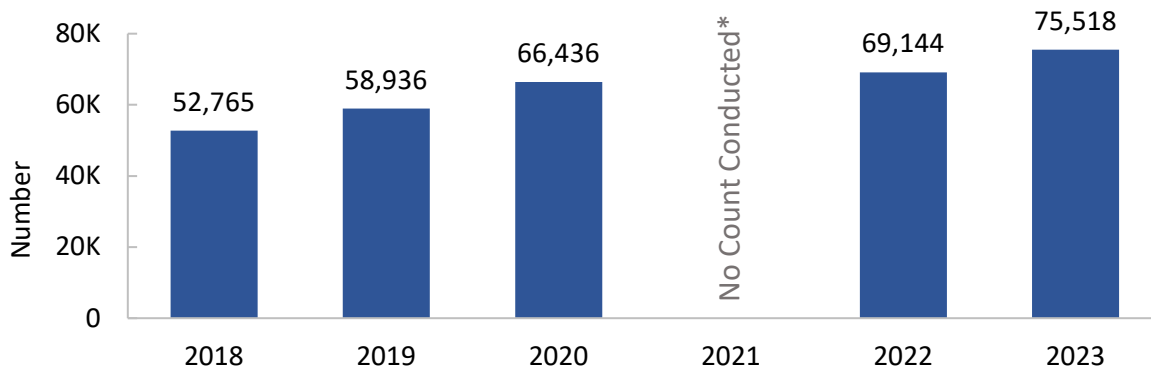
While California comprises 12% of the general US population, it disproportionately represents 30% of the nation's homeless population. Similarly, in 2023, the prevalence of Black/African American people in the homeless population in LA County was 32%, far exceeding the prevalence of this racial group in the population in LA County (8%) (Table 34).⁹⁵

Table 34. Prevalence of Homelessness in LA County as a Function of Race/Ethnicity

Race/Ethnicity	Total Homeless Population	Prevalence in Homeless Population (%)	Prevalence in General Population (%)
Hispanic/Latino	30,350	42.6%	48.0%
Black/African American	22,606	31.7%	7.6%
White	13,826	19.4%	25.6%
Other Races/Multiple	2,214	3.1%	3.7%
Asian	1,212	1.7%	14.7%
American Indian/Alaska Native	723	1.0%	0.2%
Native Hawaiian/Other Pacific Islander	389	0.5%	0.2%

In 2023, the number of people experiencing homelessness in Los Angeles County increased by 9.2%, relative to the 2022 point-in-time count (Figure 21).^{96,97} This increase in LA County's homeless population parallels trends seen across several Southern California counties, including San Bernardino (+26%), San Diego (+22%), and Riverside (+12%).⁹⁸ Additionally, a closer look at LA County data reveals different trends as a function of shelter status, with the number of people experiencing homelessness who are unsheltered increasing by an estimated 14% between 2022 (48,548) and 2023 (55,155), while the number of sheltered homeless people remained steady.⁹⁹

Figure 21. People Experiencing Homelessness in Los Angeles County (Point-in-Time)

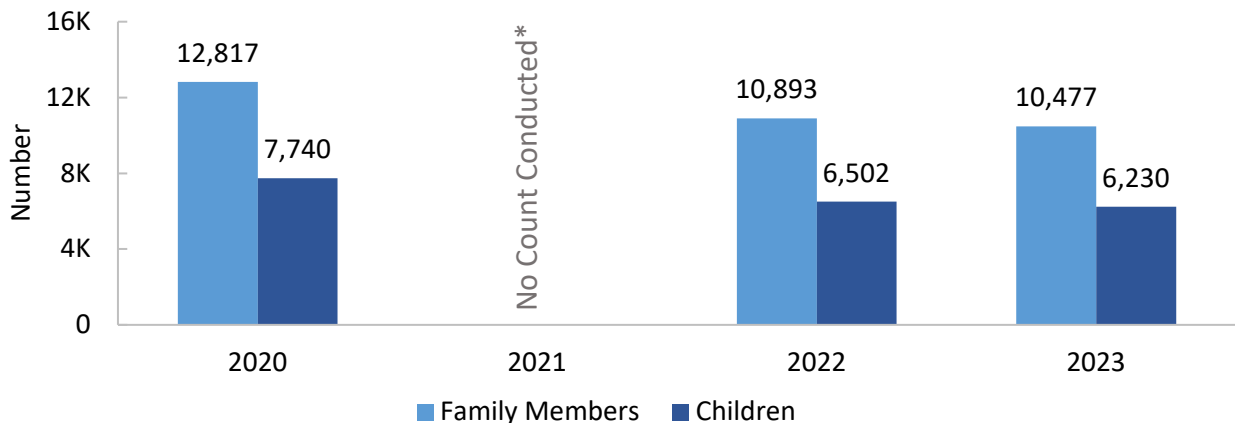


*Note: No data available for 2021 as a result of the COVID-19 pandemic.

Children’s housing instability has a detrimental impact on health and wellbeing and has been associated with higher symptoms of depression, anxiety, and aggression.¹⁰⁰ For example, data suggests that children who received housing assistance have lower lead levels than children who did not receive housing assistance.¹⁰¹ Among children who received housing assistance, 11% had higher lead blood levels (compared to 21.5% of children who did not receive housing assistance).¹⁰² In turn, decreased lead exposure is associated with improved third grade reading scores.¹⁰³ So too, living in poor-quality housing is associated with lower kindergarten readiness scores.¹⁰⁴

Recent trends in the number of children (under 18 years of age) and families experiencing homelessness in Los Angeles County are depicted in Figure 22.¹⁰⁵ The number of children experiencing homelessness in Los Angeles County decreased by 4.2% relative to 2022.¹⁰⁶ So too, the number of families¹⁰⁷ experiencing homelessness decreased by 3.8% between 2022 (10,893) and 2023 (10,477).¹⁰⁸

Figure 22. Children and Families Experiencing Homelessness in Los Angeles County¹⁰⁹



Families experiencing homelessness are categorically eligible for Head Start and Early Head Start programs and can enroll without proof of address or income. LACOE uses a housing questionnaire to assess a family’s living situation based on the requirements mandated by the McKinney-Vento Homeless Assistance Act¹¹⁰ and uses this data in its selection criteria to prioritize families experiencing homelessness. The McKinney-Vento definition of homelessness includes children and youth who lack a fixed, regular, and adequate nighttime residence.¹¹¹ More specifically, this definition of homelessness includes children and youth who are:

- sharing housing with other people due to loss of housing or economic hardship
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations
- living in emergency or transitional shelters
- abandoned in hospitals
- living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations

Table 35 provides a summary of the children and families experiencing homelessness that were served in LACOE HSEL programs in PY 2022-23. For instance, 18% of families in the Head Start program (1,036) experienced homelessness and received services. Of these families experiencing homelessness, 8% (88) acquired housing.

Table 35. LACOE HSEL Children and Families Experiencing Homelessness in 2022-23

Program Information Report Indicator	EHS-CCP X	EHS	HS
Number of Families Enrolled in Program	669	2,146	5,871
Of the families enrolled, number experiencing homelessness that were served ¹¹²	134 (20%)	325 (15%)	1,036 (18%)
Of the families experiencing homelessness, number that acquired housing	4 (3%)	21 (6%)	88 (8%)
Number of Children Enrolled in Program	723	2,482	6,204
Of the children enrolled, number experiencing homelessness that were served ¹¹³	146 (20%)	348 (14%)	1,094 (18%)

Source: 2022-23 Head Start Program Information Report – Performance Indicator Report. Number of children enrolled in program based on cumulative enrollment.

Foster Care

Children in foster care have an increased risk of experiencing learning disabilities, developmental delays, depression, behavioral issues, and health-related concerns when compared to their peers who are not in foster care.¹¹⁴ For instance, data suggests that children who have been in foster care are seven times as likely to experience depression, and six times more likely to experience behavioral problems, relative to non-foster children. So too, children in foster care are twice as

likely to experience learning disabilities, developmental delays, asthma, obesity and speech problems.¹¹⁵ As of April 2023, there were 51,339 children in California’s foster care system.¹¹⁶ An estimated 34% (17,590) of these children reside in Los Angeles County¹¹⁷ and 35% of these were under five years of age (6,150). Table 36 provides multiyear data for Los Angeles County for children under five years of age in foster care.

Table 36. Los Angeles County Children in Foster Care: Multiyear Results

Age	2019	2020	2021	2022	2023
Under 1	1,266	1,296	1,185	989	869
1-2	3,268	3,131	3,048	2,727	2,278
3-5	3,671	3,654	3,490	3,283	3,003
Total	8,205	8,081	7,723	6,999	6,150

Point In Time/In Care Count. Data includes all children with an open child welfare placement episode in the CWS/CMS system. California Child Welfare Indicators Project reports. Data retrieved on August 9, 2023.

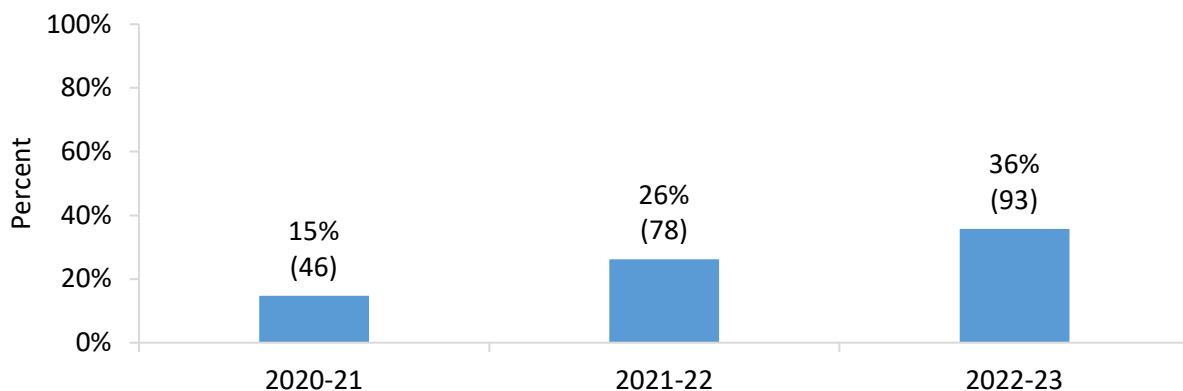
LACOE continues to collaborate with the Department of Children and Family Services (DCFS) to refer foster children to Head Start and Early Head Start services. Referrals are received from the Educational Passport System (EPS)¹¹⁸ or the DCFS Head Start Agency System.¹¹⁹ Table 37 provides data on the number of LACOE HSEL children in foster care, as well as referrals to Head Start or Early Head Start services by a child welfare agency. Figure 23 provides longitudinal data on children successfully enrolled in HS and EHS programs that were referred by a child welfare agency.

Table 37. LACOE HSEL Children in Foster Care by Program Served in 2022-23 by Program Type

	EHS-CCP X	EHS	HS	Total
Children in foster care	16	78	166	260
Children successfully enrolled in program that were referred by child welfare agency	3	40	50	93

Source: LACOE HSEL 2022-23 PIR, LACOE EPS portal, DCFS portal, and ChildPlus reports.

Figure 23. Children Enrolled in LACOE HSEL Programs Referred by Child Welfare Agency



Disabilities

The Individuals with Disabilities Education Act (IDEA) stipulates that a free and appropriate public school education be available for eligible students with disabilities¹²⁰ ages three to 21.¹²¹ In 2021-22, 41,751 children ages three to five received disability services in California.¹²² The most recent data available from 2021-22 identified the following top three disabilities: 1) speech and language impairments, 2) autism, 3) other health impairments. Speech or language impairments continue to be the most prevalent disability diagnoses for children ages three to five (56.2%) (Table 38).¹²³

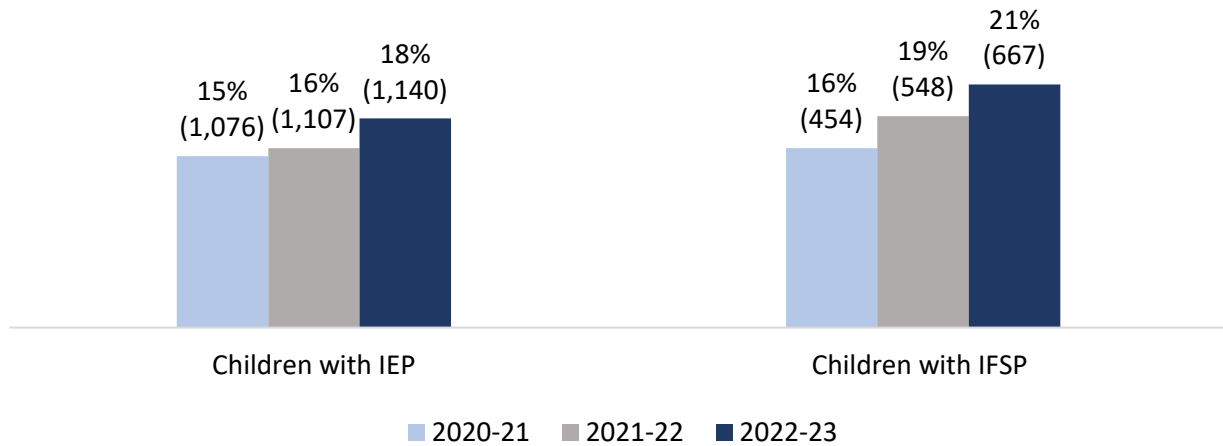
Table 38. Number of Children Ages 3-5 Served Under IDEA in California for 2021-22

Disability	Children with Disabilities	
	#	%
Autism	13,223	31.7%
Deaf-blindness	8	0.02%
Emotional disturbance	8	0.02%
Hearing impairments	934	2.2%
Intellectual disabilities	1,080	2.6%
Multiple disabilities	462	1.1%
Orthopedic impairments	511	1.2%
Other health impairments	1,882	4.5%
Specific learning disabilities	21	0.1%
Speech or language impairments	23,468	56.2%
Traumatic brain injury	41	0.1%
Visual impairments	113	0.3%
Total	41,751	

Progress in early identification of disabilities is key, given that the earlier children are diagnosed, the sooner they can be connected to services and support. Early detection leads to more successful long-term outcomes, and children who receive early treatment for developmental delays are more likely to be ready for kindergarten.¹²⁴ In fact, approximately 25%–30% of the problems reported by parents during well-child visits are developmental and behavioral in nature.¹²⁵ Several different risk factors may contribute to a developmental delay, including: (1) prematurity of less than 32 weeks or low birth weight, (2) prenatal or other exposure to drugs, alcohol, or tobacco, (3) poor nutrition or difficulties eating, (4) environmental factors, such as neglect and abuse, (5) children with an orthopedic, vision, or hearing impairment, and (6) exposure to lead-based paint.

LACOE offers comprehensive services to support families and children with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) within the community. Figure 24 provides data on the percentage of children with IEPs or IFSPs over the past five years.¹²⁶

Figure 24. LACOE HSEL Children with IFSPs or IEPs



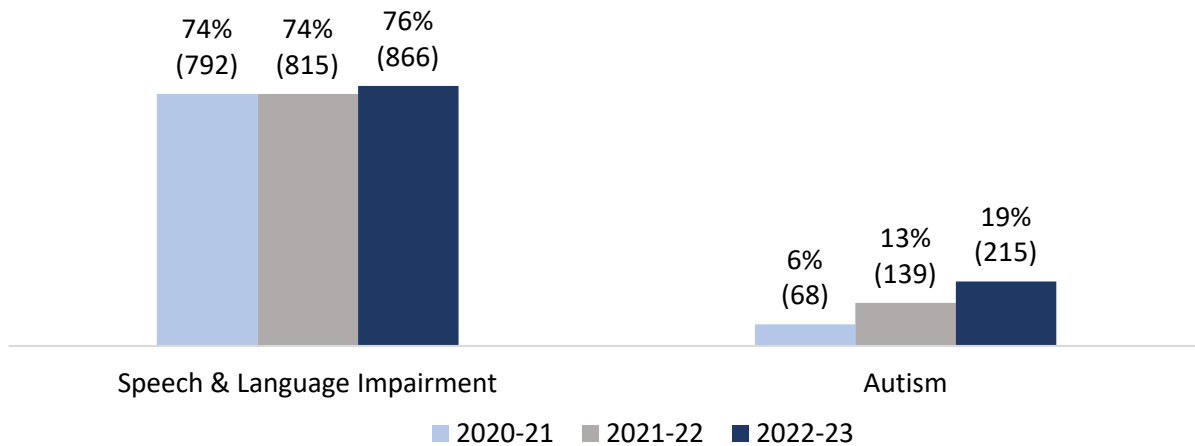
In PY 2022-23, LACOE provided services to 1,140 children with an IEP and 667 children with an IFSP. Under IDEA eligibility, children in HS are determined to have specific disabilities, while EHS children with disabilities are typically reported as having non-categorical developmental delays. The most predominant disabilities identified for LACOE HSEL children are Speech and Language Impairment (76%) and Autism (19%).¹²⁷ Table 39 provides a summary of the LACOE HSEL Head Start children determined to have disabilities in PY 2022-23.¹²⁸ Figure 25 provides longitudinal data on LACOE HSEL children determined to have speech or language impairments or autism by program year.¹²⁹

Table 39. Primary Disabilities for LACOE HSEL Children in Head Start for PY 2022-23

Primary Disability	Number of Children Determined to have this Disability	Number of Children Receiving Services
Health impairment (meeting IDEA definition)	22	2%
Emotional disturbance	1	0.1%
Speech or language impairments	866	76%
Intellectual disabilities	4	0.4%
Hearing impairment, including deafness	7	1%
Orthopedic impairment	3	0.3%
Visual impairment, including blindness	7	1%
Specific learning disability	4	0.4%
Autism	215	19%
Traumatic brain injury	0	0%
Non-categorical/developmental delay	10	1%
Multiple disabilities (excluding deaf-blind)	1	0.1%
Deaf-blind	0	0%
Total	1,140	100%

Source: 2022-23 Head Start Program Information Report – Grant Level Summary Report. Data retrieved 8/15/23.

Figure 25. Speech & Language Impairment or Autism Disabilities by Program Year



Through the Inclusive Early Education Expansion Program (IEEP),¹³⁰ LACOE continues to build infrastructure and capacity through: (1) individualized coaching for early educators, (2) team coaching that supports inclusive practices, and (3) supports and resources for children with moderate to severe disabilities. The purpose of IEEEP is to increase enrollment of children with a broad range of disabilities into early childhood education settings.

In PY 2022-23, the IEEEP team trained 859 participants through regionalized and comprehensive training on various inclusion topics. So too, LACOE HSEL continues to provide a digital resource library that provides resources and materials to support early education staff on topics ranging from the benefits of inclusion, to trauma-informed care, to universal design for learning. In PY 2022-23, the digital resource library¹³¹ had 6,166 page views and 314 registered users. Additionally, the IEEEP program:

- Delivered assistive technology/adaptive equipment and consultation to early educators.
- Staffed an Inclusive Practices course in collaboration with Cal State Los Angeles, where 31 participants received professional development units.
- Provided mobile service delivery in concert with IEEEP consortium partners and delegate agencies to promote recruitment and enrollment of children with disabilities.
- Identified 130 classrooms that will receive disability kits to support both HS and EHS classrooms that have a high percentage of children with disabilities.
- Developed a new partnership with LACOE’s Special Education Division to enhance supports to children with disabilities and offer special education supports to selected school districts with existing State Preschool or newly developed TK classrooms. The collaboration will impact up to 10 newly identified local educational agencies (LEAs)/state preschool providers annually.

POVERTY, INCOME, AND HOUSING

Overall Poverty

Poverty is determined by comparing an individual or family’s income to a set federal threshold. The United Census Bureau establishes federal poverty level (FPL) thresholds to determine the number of people who live in poverty across the nation. The FPL is based on income, family size, and composition.¹³² In 2023, people are considered impoverished if their individual income falls below \$14,580 or their household income is below \$30,000 for a family of four.¹³³

Poverty increases the risk for mental illness, chronic illness, higher mortality, and lower life expectancy.¹³⁴ Additionally, residents of impoverished communities often have reduced access to safe neighborhoods, stable housing, healthy foods, and employment opportunities.¹³⁵ So too, adults living in poverty are at higher risk of adverse health outcomes, such as obesity, substance use, and chronic stress.¹³⁶

In Los Angeles County, 13.9% of the general population lives below the federal poverty level (FPL), which is higher than poverty rates seen across the state of California (12.3%) and the nation (12.6%).¹³⁷ Within LACOE’s service area, 15.6% of the population live below the federal poverty level (Table 40). The following delegates have the highest percentage of the population—approximately 1 in 4 people—living below poverty: 1) St. Anne’s (25.3%), 2) Children’s Institute (24.6%), and 3) MAOF (21.6%) (Table 40).

Table 40. Percent of General Population Living Below 100% FPL by State, County, and LACOE HSEL Service Area

Area	Population	Overall Population Below Poverty	
		#	%
California	38,701,352	4,741,175	12.3%
Los Angeles County	9,861,892	1,366,544	13.9%
LACOE Service Area	3,660,234	569,850	15.6%
ABC	240,094	20,555	8.6%
Bassett	29,352	2,761	9.4%
Blind Children’s Center	34,579	7,299	21.1%
CII	197,632	48,691	24.6%
El Monte	71,644	14,256	19.9%
Foundation	555,399	92,349	16.6%
Garvey	119,805	13,823	11.5%
MAOF	359,575	77,719	21.6%
Mountain View	59,079	10,092	17.1%
Norwalk-La Mirada	218,449	18,418	8.4%
PACE	717,577	108,093	15.1%

Area	Population	Overall Population Below Poverty	
		#	%
Para Los Niños	270,447	42,059	15.6%
Plaza de la Raza	433,865	45,872	10.6%
Pomona Unified	198,625	28,830	14.5%
St. Anne's	154,112	39,033	25.3%

Source: American Community Survey 2021 5 Year Estimates, Poverty Status in the Past 12 months, Table S1701.

It should be noted that the federal poverty level (FPL) is considered an inadequate measure of poverty, particularly in areas with a high cost of living—such as Los Angeles County—since it is a fixed dollar amount that does not vary by location and does not adjust from state to state nor between urban and rural areas.¹³⁸ Additionally, the FPL is generally accepted to be based on outdated assumptions about family expenditures, such that nowadays, it should account for the disproportionately higher costs of housing, childcare, and health care than in the 1960s when the FPL was first established.¹³⁹

Children Living in Poverty

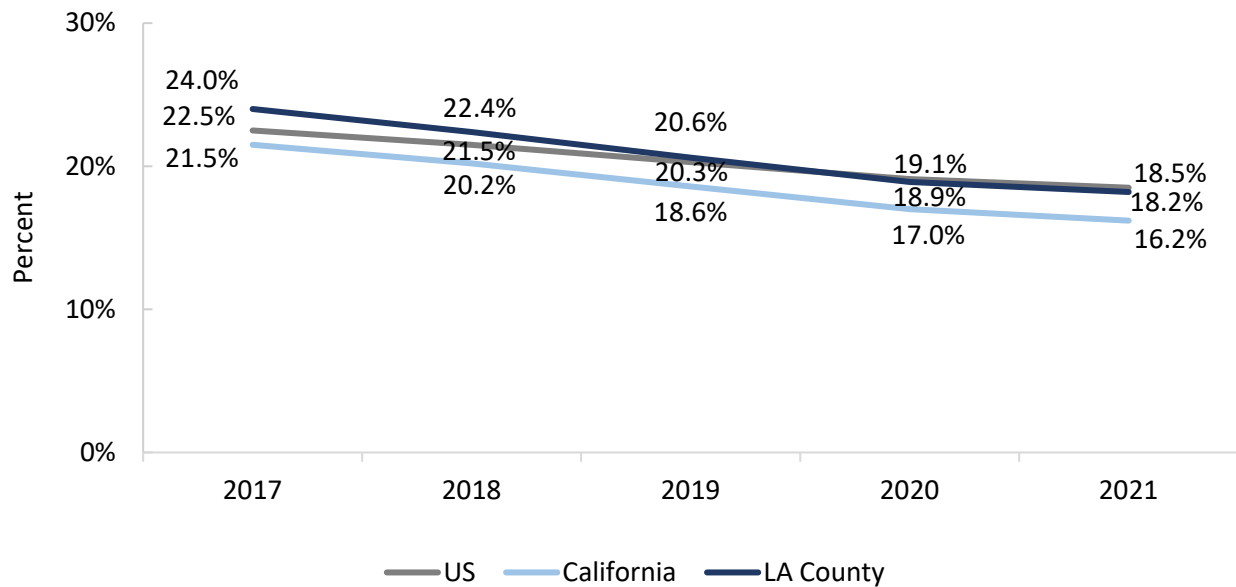
Poverty is linked to poor child outcomes and an increased risk of experiencing long-term physical, emotional, and behavioral problems.¹⁴⁰ Specifically, a lack of nutritious food, safe and stable housing, clothing, and health care can negatively impact a child's academic achievement and social-emotional functioning.¹⁴¹ So too, young children of color disproportionately experience poverty as a result of systemic inequities, including obstacles to employment opportunities, generational wealth, home ownership, and housing stability.¹⁴²

In addition, childhood poverty negatively impacts school readiness. Data suggests that children born into poverty are at greater odds of not being ready for school since exposure to adversity within the first five years of life—a critical period for learning and growth—can lead to lifelong problems with learning and behavioral development.¹⁴³ Additionally, childhood poverty is associated with atypical structural brain development and limited language development.^{144,145} Data suggests that childhood exposure to poverty impacts the hippocampus, which is a key structure for memory and learning and is believed to play a role in lower academic achievement.¹⁴⁶ Of note, the duration of poverty plays a role, such that children who transition out of poverty before the age of two are more likely to reach school readiness goals, relative to counterparts who remain in poverty.¹⁴⁷

So too, data suggests that children living below the poverty level¹⁴⁸ in California are less likely to receive preventive medical and dental care. In 2021, 60% of children (under age 17) who were living below the poverty level did not receive preventive medical or dental care, compared to 46% of children with household incomes 200-399% FPL.¹⁴⁹

In the United States, 18.5% of children under the age of five live below the poverty level, which is higher than the state of California (16.2%) and LA County (18.2%).¹⁵⁰ Over the course of the last five years, the number of children under age five living below the poverty level in Los Angeles County has decreased, from 24.0% in 2017 to 18.2% in 2021 (Figure 26).

Figure 26. Percent of Children in under 5 Years of Age Living Below 100% FPL



Within LACOE HSEL’s service area, 20.3% of children under five years of age lived below the federal poverty level (FPL) (Table 41).¹⁵¹ Additionally, the following LACOE delegates have the highest percent of children under age five living below the poverty level: 1) St. Anne’s (37.5%), 2) BCC (35.9%), 3) Children’s Institute (31.8%), and 4) Mexican American Opportunity Foundation (31.3%).

Table 41. Percent of Children Under Age 5 Living Below 100% FPL by State, County, and LACOE HSEL Service Area

Area	Population Under Age 5	Children Under Age 5 Below Poverty	
		#	%
California	2,307,240	373,702	16.2%
Los Angeles County	560,093	101,781	18.2%
LACOE Service Area	206,847	41,954	20.3%
ABC	14,125	1,450	10.3%
Bassett	1,379	183	13.3%
Blind Children’s Center	1,354	486	35.9%
CII	14,463	4,605	31.8%
El Monte	4,930	1,478	30.0%

Area	Population Under Age 5	Children Under Age 5 Below Poverty	
		#	%
Foundation	26,324	5,705	21.7%
Garvey	5,860	712	12.2%
MAOF	23,649	7,395	31.3%
Mountain View	3,431	771	22.5%
Norwalk-La Mirada	13,622	1,289	9.5%
PACE	41,670	8,112	19.5%
Para Los Niños	12,337	1,488	12.1%
Plaza de la Raza	22,735	2,489	10.9%
Pomona Unified	12,669	2,679	21.1%
St. Anne's	8,299	3,112	37.5%

Source: American Community Survey 2021 5 Year Estimates, Poverty Status in the Past 12 months, Table S1701.

Public Assistance

Public assistance programs provide eligible individuals and families with assistance to help secure housing, food, and other basic needs.¹⁵² Figure 27 provides data on the percentage of LACOE HSEL families receiving public assistance at enrollment.¹⁵³

Supplemental Nutrition Assistance Program (SNAP)

The Supplemental Nutrition Assistance Program (SNAP), also known as CalFresh in California, is a federally funded program that provides low-income individuals and families additional funds to supplement their grocery budget and purchase food.¹⁵⁴

Recent data suggests that 15-27% of Los Angeles County households are likely eligible for CalFresh but are not enrolled in the program.¹⁵⁵ In 2022, SNAP helped 12% of California residents (4,627,700)—an estimated 1 in 8 residents.¹⁵⁶ So too, in California, more than 61% of SNAP participants were in families with children and received, on average, \$349 monthly as CalFresh benefit.^{157,158} In 2022-23, 33% (2,882) of LACOE HSEL families received CalFresh.^{159,160}

Supplemental Security Income (SSI)

Supplemental Security Income (SSI) is a federally funded program that provides income support to individuals who have limited income and resources and are blind, disabled, or age 65 or older.¹⁶¹ In 2022, an estimated 1.1 million California residents received SSI, of which 32% were LA County residents (356,975).¹⁶² In Los Angeles County, approximately 7% of SSI recipients in 2022 were children (0-18), 35% were residents 18-64, and 58% of recipients were 65 years or older.¹⁶³ In 2022-23, 2% of LACOE HSEL families (194) received SSI.¹⁶⁴

Temporary Assistance for Needy Families (TANF)

Temporary Assistance for Needy Families (TANF), also known as *California Work Opportunity and Responsibility to Kids* (CalWORKs) in California, is a federally funded program that provides financial assistance to families with children, ages 0-18.¹⁶⁵ This program provides families with immediate, short-term assistance with housing, food, utilities, clothing, and medical care. In 2022-23, 11% of LACOE HSEL families (962) received TANF.¹⁶⁶

Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

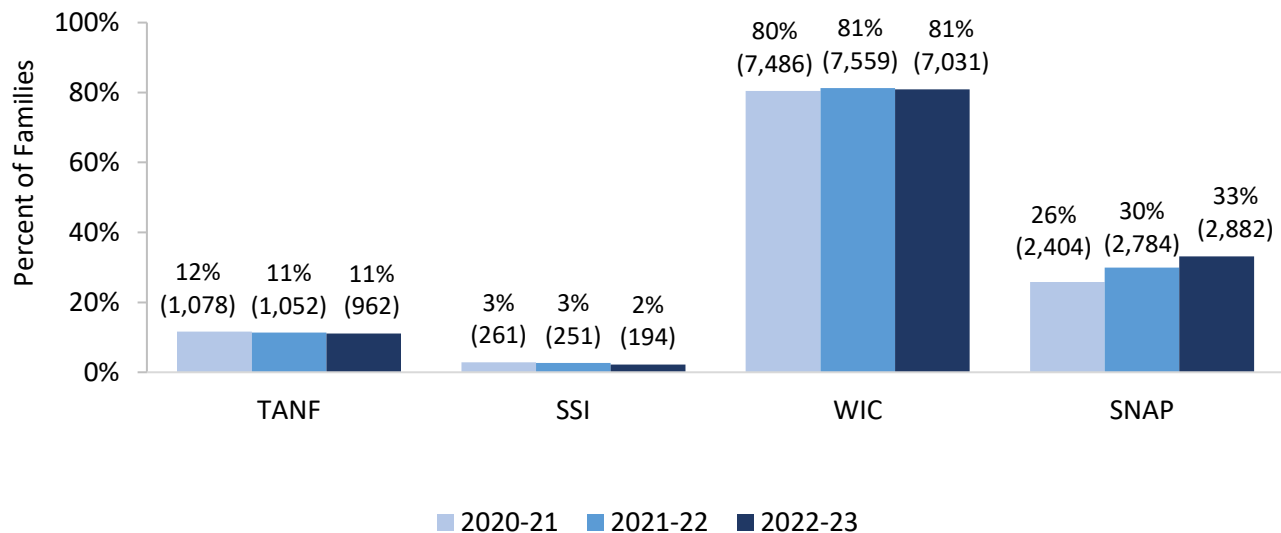
The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a federally funded¹⁶⁷ program designed to provide food and nutrition education to low-income¹⁶⁸ infants and children under the age of five who are at nutritional risk. WIC also provides nutrition education to pregnant, breastfeeding, or postpartum women.¹⁶⁹ WIC is characterized as a short-term intervention program that aims to improve lifetime nutrition and health behaviors.¹⁷⁰ In 2022, of the 262,791 total recipients of WIC in Los Angeles County, 18% were infants (0-1 years old), 61% were children ages 1-4, and 20% were women (Table 42).¹⁷¹ In 2022-23, 81% of LACOE HSEL families (7,031) received WIC.¹⁷²

Table 42. Los Angeles County Population Served by WIC

Population	2019	2020	2021	2022
Infants (0-1)	54,854	48,575	47,625	47,512
Children (1-4)	174,086	177,038	163,545	161,442
Women	59,842	53,565	51,855	53,837
Total Population Served	288,782	279,178	263,025	262,791

Source: Los Angeles County WIC Administrative Data, 2022.

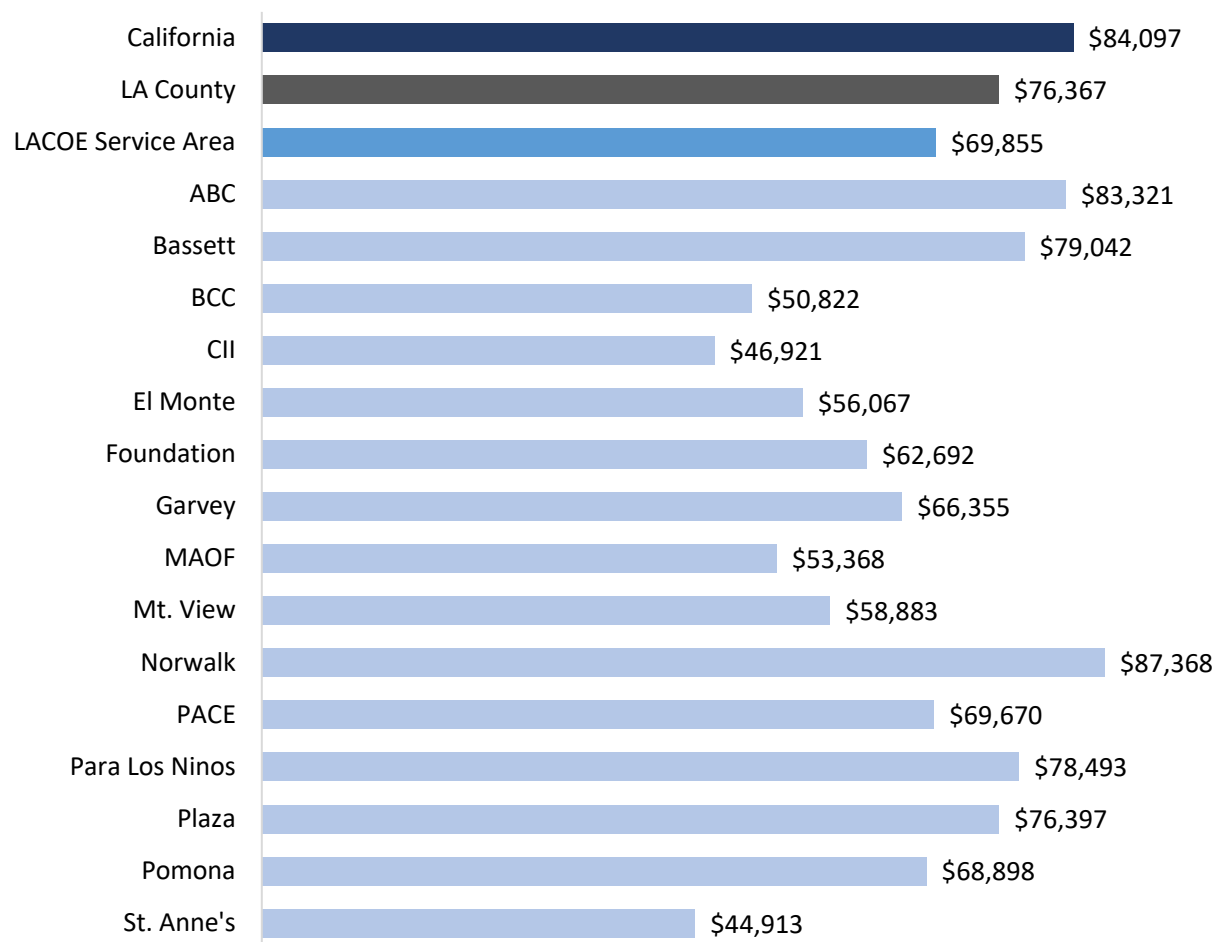
Figure 27. LACOE HSEL Families Receiving Public Assistance at Enrollment



Income and Employment

Median household income¹⁷³ and unemployment rates provide insights into the economic wellbeing of a community. In 2021, the median household income in Los Angeles County was \$76,367, which is lower than that of the state (\$84,097).¹⁷⁴ In LACOE’s service area, the median income is \$69,855, which is \$6,513 less than that of LA County and \$14,243 less than the state (Figure 28). The following delegates have the lowest median household incomes in LACOE’s service area: 1) St. Anne’s (\$44,913), 2) Children’s Institute (\$46,921), 3) BCC (\$50,822), and 4) MAOF (\$53,368). The median income for residents living within St. Anne’s, CII’s, BCC’s, and MAOF’s service areas is approximately \$23,000 to \$31,454 less than LA County residents at large.

Figure 28. Median Household Income by State, County, and LACOE Service Area



In 2021, the unemployment rate in Los Angeles County was 7.0%, which is higher than that of California (6.5%) and lower than LACOE’s service area (7.3%).¹⁷⁵ In LACOE’s service area, unemployment rates ranged from 5.8%—for Garvey, Plaza, and Mt. View—to 10.1% for BCC, 9.4% for CII, and 8.2% for Foundation (Table 43).¹⁷⁶

Table 43. Unemployment Rate by State, County, and LACOE Service Area

Area	Unemployment Rate
California	6.5%
Los Angeles County	7.0%
LACOE Service Area	7.3%
ABC	6.6%
Bassett	7.0%
Blind Children’s Center	10.1%
CII	9.4%
El Monte	7.7%
Foundation	8.2%
Garvey	5.8%
MAOF	8.8%
Mountain View	5.8%
Norwalk-La Mirada	5.9%
PACE	7.0%
Para Los Niños	7.8%
Plaza de la Raza	5.8%
Pomona Unified	6.5%
St. Anne’s	6.3%

Source: American Community Survey 2021 5-Year Estimates, Selected Economic Characteristics, Table DP03.

Housing Trends

Los Angeles County has an estimated shortfall of 499,430 affordable housing units for renters.¹⁷⁷ Additionally, the median gross rent in 2021 across Los Angeles County was \$1,711, which is comparable to rent estimates for the state (\$1,750).¹⁷⁸ Within LACOE’s service area, the following delegates had the highest median rent: 1) ABC (\$1,873), 2) Para Los Niños (\$1,731), and Plaza (\$1,630) (Table 44).

Households that spend 30% or more of their income on rent and utilities are considered rent burdened (also known as “cost burdened”). In Los Angeles County, more than half of residents (55.6%) spend 30% or more of their monthly income on housing (Table 44). Rent-burdened households typically have lower incomes and have less money to spend on basic needs (such as food, clothing, transportation, and medical care) than non–rent burdened households do.¹⁷⁹ A variety of factors can contribute to a household becoming rent burdened—such as low income and high rent prices—which can lead to high resident turnover, and possibly a lack of community cohesion.¹⁸⁰ In LACOE’s service area, most residents across delegate agencies live in rent-burdened households (Table 44). More specifically, an estimated 1 in 3 households in Children’s Institute and El Monte’s service areas are considered severely rent burdened, paying more than 50% of their monthly income on rent and utilities (Table 44).¹⁸¹

Table 44. Median Rent and Rent Burden by State, County, and LACOE Service Area

Area	Median Gross Rent	Percent of Households Rent Burdened		
		Rent Burdened (30-49.9% of income)	Severely Rent Burdened (50% or more of income)	Total Rent Burdened (30% or more of income)
California	\$1,750	25.1%	27.6%	52.7%
Los Angeles County	\$1,711	24.7%	30.9%	55.6%
LACOE Service Area	\$1,572	25.7%	28.6%	54.4%
ABC	\$1,873	25.0%	27.3%	52.3%
Bassett	\$1,491	23.2%	27.9%	51.1%
Blind Children’s Center	\$1,367	25.6%	29.9%	55.4%
CII	\$1,276	26.2%	35.8%	62.0%
El Monte	\$1,404	25.4%	32.5%	57.9%
Foundation	\$1,597	25.2%	27.8%	53.0%
Garvey	\$1,587	25.3%	28.0%	53.3%
MAOF	\$1,234	26.4%	29.0%	55.3%
Mountain View	\$1,503	28.9%	29.9%	58.7%
Norwalk-La Mirada	\$1,734	28.7%	24.9%	53.6%
PACE	\$1,574	24.9%	29.8%	54.7%
Para Los Niños	\$1,731	24.5%	27.6%	52.1%
Plaza de la Raza	\$1,630	27.8%	25.3%	53.1%
Pomona Unified	\$1,503	26.3%	29.2%	55.5%
St. Anne’s	\$1,413	27.1%	29.6%	56.7%







Source: American Community Survey 2021 5-Year Estimates, Median Gross Rent (Dollars), Table B25064; Gross Rent as a Percentage of Household Income in the Past 12 Months, Table B25070.

Data from the Department of Housing and Urban Development (HUD) indicates that rental costs for a two-bedroom unit in Los Angeles County increased by 8.7% from 2022 (\$2,044) to 2023 (\$2,222).¹⁸²

Cost of Living

To maintain an adequate standard of living in Los Angeles County, a family of four (2 parents, 2 children) would need to earn \$8,519 per month (\$102,226 per year).¹⁸³ In Los Angeles County, the median household income in 2021 was \$76,637 (Table 45).

Table 45. Cost of Living in Los Angeles County

COST OF LIVING for a 2 parent, 2 child family in Los Angeles County, CA					
 Housing \$2,058/month	 Child Care \$1,323/month	 Food \$864/month	 Transportation \$1,200/month	 Taxes \$1,042/month	 Other \$1,059/month
TOTAL			\$8,519/month (\$102,226/year)		

Source: Economic Policy Institute, Family Budget Map Fact Sheet

FACTORS TO CONSIDER IN PROGRAM PLANNING

Impact of Universal PreKindergarten on ECE Field

Universal PreKindergarten (UPK) refers to the expansion of California’s mixed delivery system to meet the early education needs of three- and four-year-old children and their families.¹⁸⁴ UPK is an umbrella term that includes Transitional Kindergarten, California State Preschool Program, Head Start, and private and subsidized providers.^{185,186} California is phasing in Universal PreKindergarten over five years, with full implementation by 2025-26.

California’s rollout of transitional kindergarten (a centerpiece in California’s mixed-delivery UPK system) will gradually expand eligibility until all 4-year-olds are eligible by 2025-26.¹⁸⁷ Transitional Kindergarten (TK) is the only option that will be universally available and free of cost under the UPK umbrella.¹⁸⁸ Existing early childhood education providers will be impacted if the pool of four-year-old children is disproportionately enrolled in TK over other non-school district programs.^{189,190} For example, early childhood education programs rely on serving a range of age groups in order to help offset the higher cost of caring for infants and toddlers.¹⁹¹ In California, early childhood education programs serving infants and toddlers have a staffing ratio of 1:4 for children under age two. In contrast, the ratio for serving 4-year-olds in California is 1 adult per 12 children.^{192,193} As such, in Los Angeles County the estimated cost of providing high-quality care ranges from \$26,884 (for preschoolers) to \$40,395 (for infants).^{194,195,196}

Additionally, the expansion of transitional kindergarten creates a significant need for new TK teachers.^{197,198} Recent estimates suggest that up to 16,000 additional lead teachers and 20,000 assistant teachers will be needed across California by 2025-26.¹⁹⁹ Recent data shows that Head

Start and Early Head Start programs across the nation continue to face workforce challenges.²⁰⁰

As of February 2023, an estimated 20% of Head Start and Early Head Start classrooms across the country were currently closed, and staff vacancies were identified as the primary reason for closure in 8 out of 10 classrooms.²⁰¹ While several factors are responsible for teacher vacancies, inadequate compensation was by far the main reason and accounted for 65% of the vacancies seen in Head Start and Early Head Start programs nationwide.²⁰²

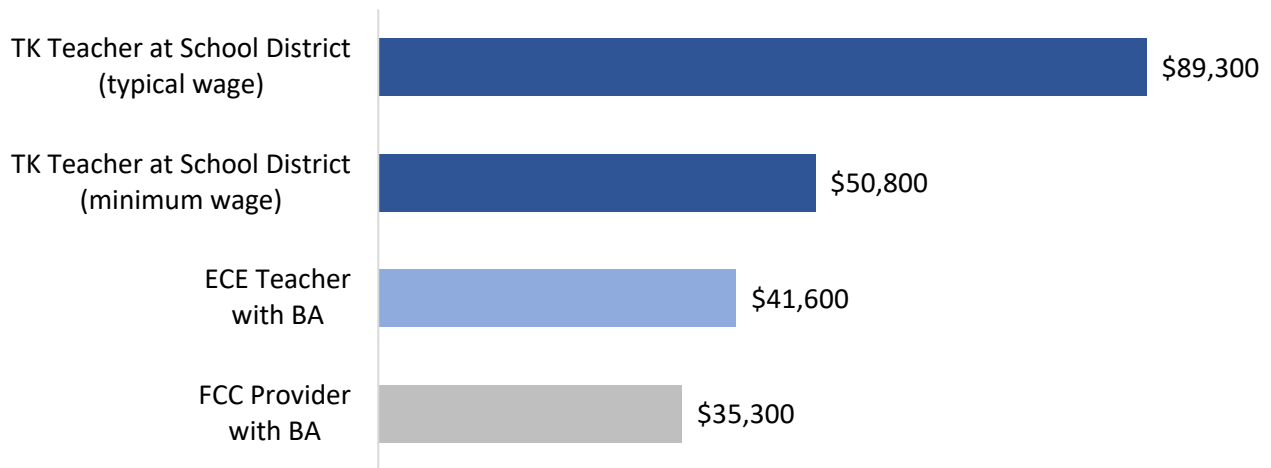


Data suggests that Head Start staff continue to depart for higher salaries offered at school districts.²⁰³ In 2022, the median salary of an elementary teacher in a school district setting in the

United States was \$61,620.²⁰⁴ In contrast, Head Start teachers earn an estimated \$34,073 annually (mean wage of \$19.10/hour nationally.)²⁰⁵ In 2022-23, the average salary of a center-based teacher at LACOE HSEL was \$53,441 (ranging from \$40,787 to \$74,620). For assistant teachers at LACOE HSEL, the average salary in 2022-23 was \$33,400 (ranging from \$19,656 to \$46,362).^{206,207}

In fact, current early childhood educators with a bachelor’s degree (and recent graduates of ECE bachelor’s degree programs) have been identified as potential candidates for fast-track paths into TK teacher positions.²⁰⁸ Not only do they have experience working with young children and have already met several requirements needed to earn a credential, it’s assumed they’ll be attracted to the support and compensation offered for teaching TK.²⁰⁹ A closer look at median wages in Los Angeles shows that if an ECE teacher with a bachelor’s degree was hired to teach TK at a school district, they could potentially increase their salary anywhere between \$9,200 and \$47,700—as much as double their previous wage (depending on where on the pay scale they’re hired). Figure 29 provides a comparison between median wages for ECE and for TK teachers at school district settings.²¹⁰

Figure 29. Median Wages in Los Angeles for ECE and Transitional Kindergarten

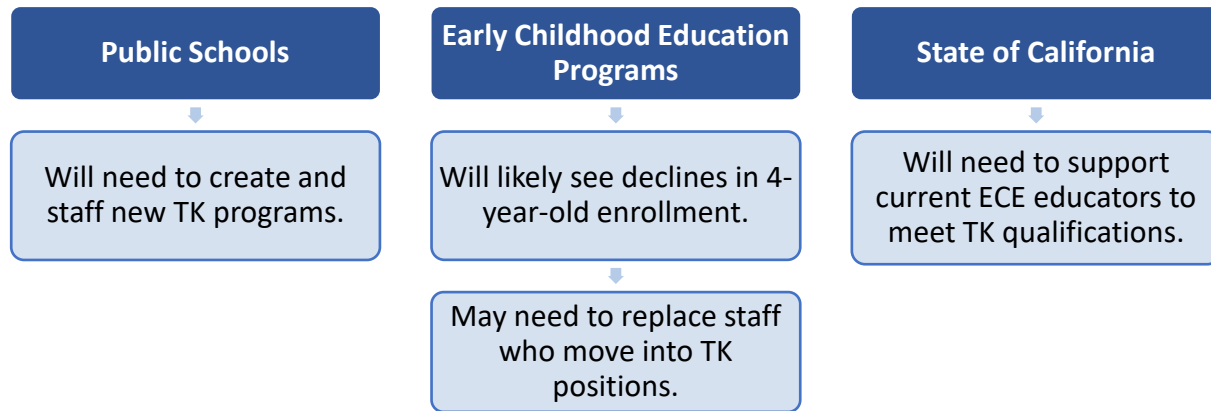


Additionally, across the United States, the turnover rate for teachers in an ECE setting was 10% (more than double the turnover rate of K-12 teachers).²¹¹ Data shows that children in Head Start programs with high teacher turnover experienced fewer gains in vocabulary and higher levels of behavioral problems than peers with more continuity and consistency in staff.²¹² At LACOE HSEL, the turnover rate for teachers in 2022-23 was 13.1% for Head Start programs and 12.8% for EHS programs.²¹³

Teacher Shortage

The expansion of Universal PreKindergarten is presenting challenges across the board, impacting public schools, early childhood education programs, and the state of California (Figure 30).²¹⁴ California is facing unprecedented teacher shortages across all grades, but of most concern in early childhood education programs, with staff leaving the field at record rates.²¹⁵

Figure 30. UPK Impact on Public Schools, ECE Programs, and the State of CA



Last year, the 2022-23 California Budget earmarked funding to prepare, train, and recruit a diverse early childhood education (ECE) workforce, with the specific intent of strengthening the ECE workforce pipeline.^{216,217} Table 46 details specific budget investments to support the Early Childhood Education pipeline. In 2023-24, the governor’s budget does not propose any additional educator workforce investments nor changes to existing programs, yet the administration remains committed to the continued implementation of educator workforce programs in the coming year.²¹⁸

Table 46. Ongoing State Budget Funding for Early Learning

Focus	Funding
Counselor Residency Programs	\$184 million
Statewide Technical Assistance	\$20 million
Educational Pathways in Early Learning and Care	\$500 million
Educator Workforce Investment Grant	\$35 million

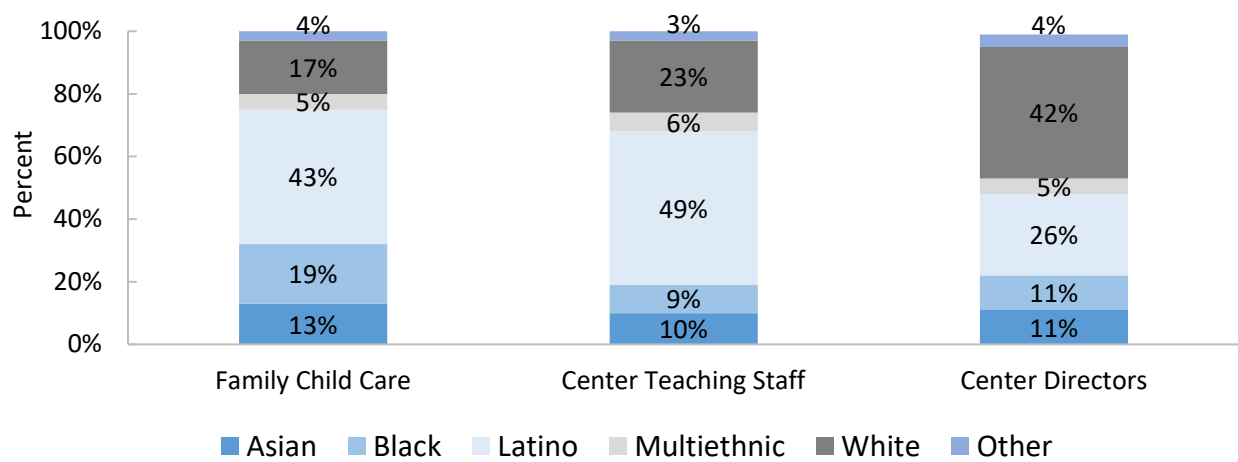
The Commission on Teacher Credentialing (CTC) issued a one-year emergency specialist teaching permit in ECE.²¹⁹ This ECE emergency permit authorizes individuals to teach Transitional Kindergarten if certain conditions are met, such as holding a baccalaureate degree and Child Development Permit.²²⁰

So too, the Early Education Teacher Development grant and the Educator Effectiveness Block Grant help grow, recruit, and retain credentialed staff. This funding covers the costs related to the professional learning and retention of beginning teachers. In addition, the California State University system and institutions of higher education are being incentivized, with grants up to \$500,000, to develop and offer a 4- or 5-year integrated early childhood education specialist credential.²²¹

Demographics

ECE workforce demographics show that 98% of early educators in Los Angeles are women.²²² So too, family child care staff (43%) and center teaching staff (49%) are largely of Latino ethnic backgrounds, whereas center directors are more likely to be White (42%). An estimated two-thirds of the early educator workforce consists of women of color.²²³ Figure 31 provides recent data on the demographic distribution of the early care and education workforce in Los Angeles.²²⁴

Figure 31. ECE Workforce Demographics for Los Angeles



ECE workers age 65 and older constitute the fastest-growing age group in the ECE sector, while there has been a decrease in the 35-44 age group (Table 47).²²⁵

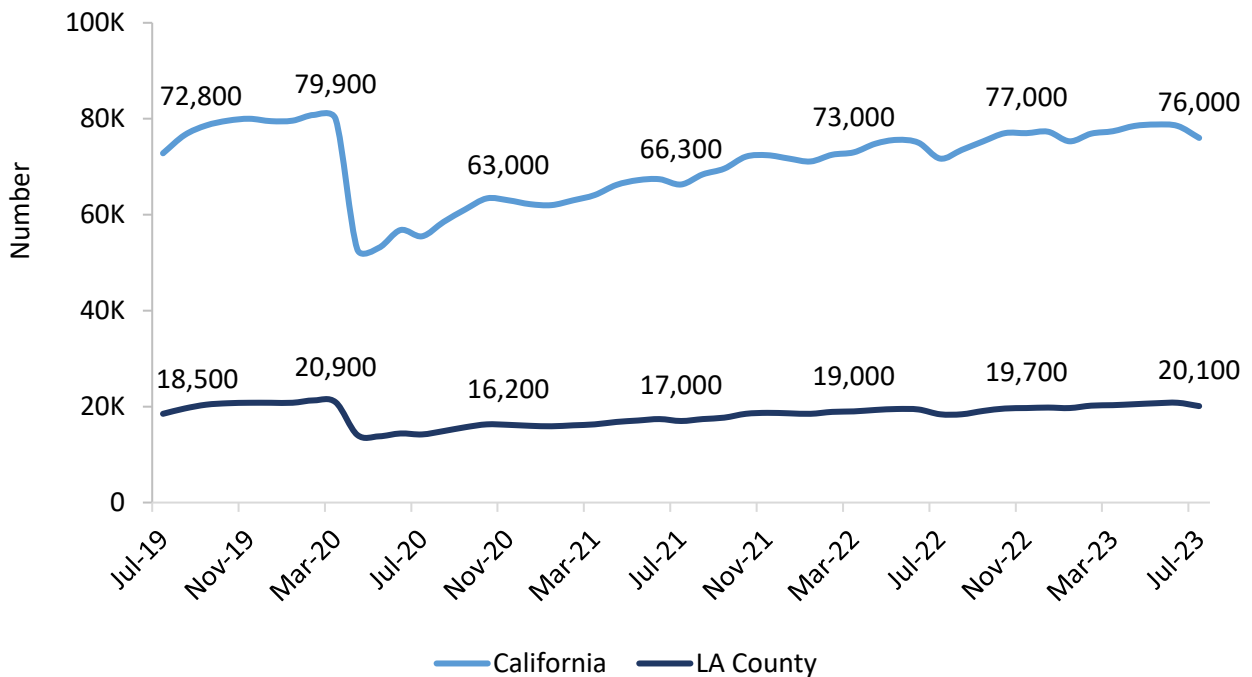
Table 47. Age Distribution of Los Angeles County ECE Workforce

Age	2014	2018	Gain/Loss	% Change
16 to 24	2,928	2,889	-39	-1%
25 to 34	8,375	7,692	-683	-9%
35 to 44	8,152	6,265	-1,887	-30%
45 to 54	8,926	8,651	-275	-3%
55 to 64	6,616	6,882	266	4%
65 and older	1,378	1,712	334	20%
Total	36,375	34,090	-2,286	-7%

Employment

The employment of child care workers²²⁶ in California increased by approximately 6% from July 2022 to July 2023.²²⁷ In Los Angeles County, there was a 9% increase in the employment of child care workers from July 2022 to July 2023 (Figure 32). The data suggests an upward trend in employment for both California and Los Angeles County, indicative of steady progress towards pre-pandemic employment levels, though both remain below March 2020 levels nearly three and a half years later.

Figure 32. Employment of Child Care Workers in California and Los Angeles County



As of June 2023, LACOE delegates had approximately 23% (489) staff vacancies²²⁸ across Head Start and Early Head Start programs.²²⁹ Table 48 provides data on vacancies by delegate. Based on Quarter 4 data, the following LACOE delegates had the highest percent of staff vacancies: 1) St. Anne's (74%), 2) MAOF (43%), and 3) Foundation (35%).

Table 48. Staff Vacancies by Delegate in PY 2022-23

Delegate	Total Staff (FTEs)	Vacant FTEs*	
		#	%
ABC	34	6	18%
Bassett	58	7	12%
BCC	32	9	28%
CII	148	10	7%
El Monte	103	7	7%
Foundation	154	54	35%
Garvey	112	31	28%
MAOF	292	125	43%
Mt. View	73	14	19%
Norwalk	137	7	5%
PACE	229	38	17%
PLN	76	21	28%
Plaza	264	37	14%
Pomona	257	19	7%
St. Anne's	140	104	74%
LACOE Total	2,108	489	23%

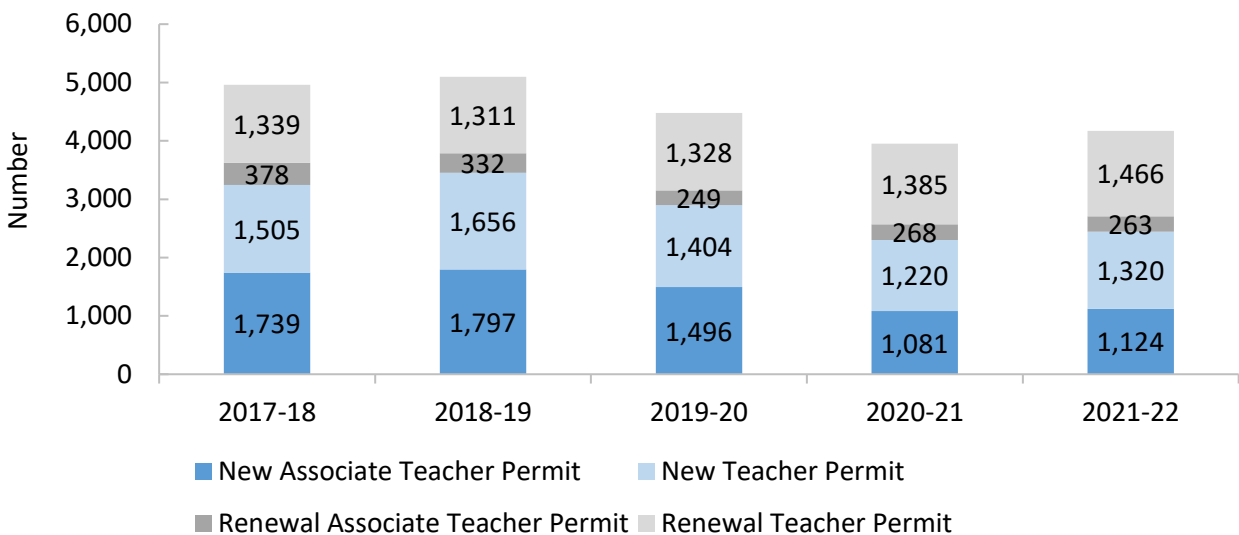
Source: HSEL Fiscal Report. Data reflects vacancies as of June 30, 2023.

Qualifications

Early childhood education (ECE) programs have struggled to recruit qualified educators. In California, teachers in Head Start programs must possess a California Child Development Teacher Permit (or higher) and Early Head Start teachers must possess a Child Development Associate Teacher Permit or higher.²³⁰ Both HS and EHS assistant teachers must possess a California Child Development Associate Teacher Permit or higher.²³¹

Data from the California Commission on Teacher Credentialing (CCTC) shows an increase in 2021-22—following a three-year downward trend—in the number of new Child Development (CD) Teacher and Associate Teacher Permits issued.²³² There was a 4% increase in new CD Associate Teacher Permits issued in 2021-22 (1,124) relative to 2020-21 (1,085). Similarly, new CD Teacher permits issued in 2021-22 (1,320) increased by 8% compared to the previous year (1,227) (Figure 33).

Figure 33. Child Development Permits Issued and Renewed in California



LACOE maintains a teacher workforce with high educational qualifications. In 2022-23, 94% (381) of Head Start preschool classroom teachers at LACOE had a bachelor’s degree or higher.

Birth Rates

The National Center for Health Statistics, a division of the Centers for Disease Control and Prevention (CDC) reports a non-significant decline in births between 2021 and 2022. The provisional general fertility rate for the United States in 2022 was 56.1 births per 1,000 women ages 15-44—representing a less than 1% decline from the rate in 2021 (56.3).^{233,234}

A longitudinal analysis of birth data for the United States reveals downward trends over the past several years. The number of births has:

- Declined by an average of 2% per year from 2014 to 2020.
- Declined 4% from 2019 to 2020.
- Increased 1% between 2020 and 2021.

Between 2021 to 2022, an analysis of birth rate trends in the United States reveals differences across distinct age cohorts, with provisional birth rates as follows:²³⁵

- Teenagers 15 to 17—5.5 births per 1,000 females—decrease of 2% from 2021
- Teenagers 18 to 19—25.6 births per 1,000 females—decrease of 4% from 2021
- Women aged 20 to 24—60.4 births per 1,000 females—decrease of 2% from 2021
- Women aged 25 to 29—93.4 births per 1,000 females—increase of <1% from 2021
- Women aged 30 to 34—97.0 births per 1,000 females—decrease of 1% from 2021
- Women aged 35 to 39—54.9 births per 1,000 females—increase of 2% from 2021
- Women aged 40 to 44—12.5 births per 1,000 females—increase of 4% from 2021

Similarly, birth rate data for both California and Los Angeles County shows a consistent downward trajectory over the course of the past decade (Figure 34).²³⁶ Additionally, in Los Angeles County, the majority of births in 2021 were amongst women aged 30 to 34—with 78.0 births per 1,000 females.²³⁷ A look at birth rates in neighboring counties shows similar overall downward trends. However, over the past decade, birth rates in San Bernardino and Riverside counties have been higher than those seen in Los Angeles County (Figure 35).²³⁸

Figure 34. California and Los Angeles County Birth Rates in Women Ages 15-44

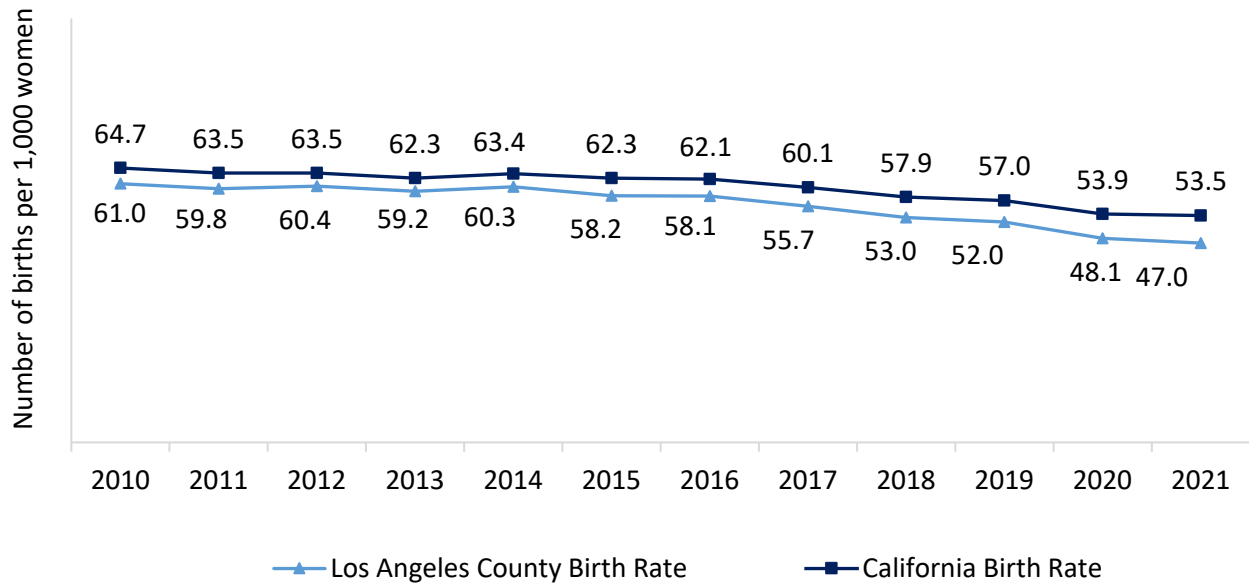
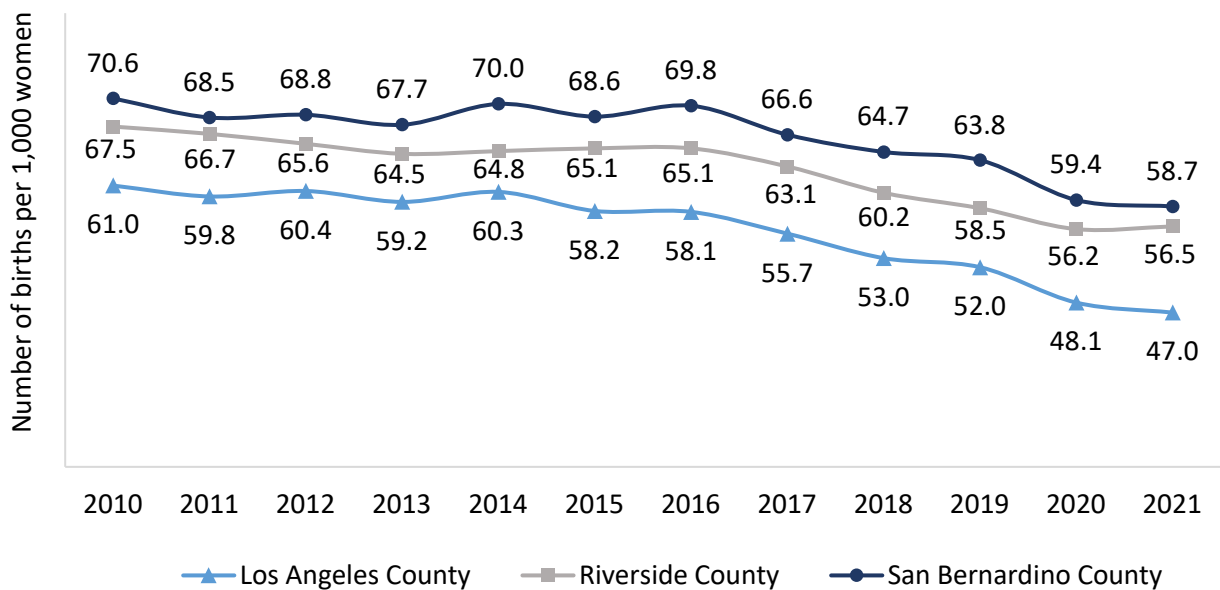


Figure 35. Birth Rates for Los Angeles County and Neighboring Counties in Women Ages 15-44

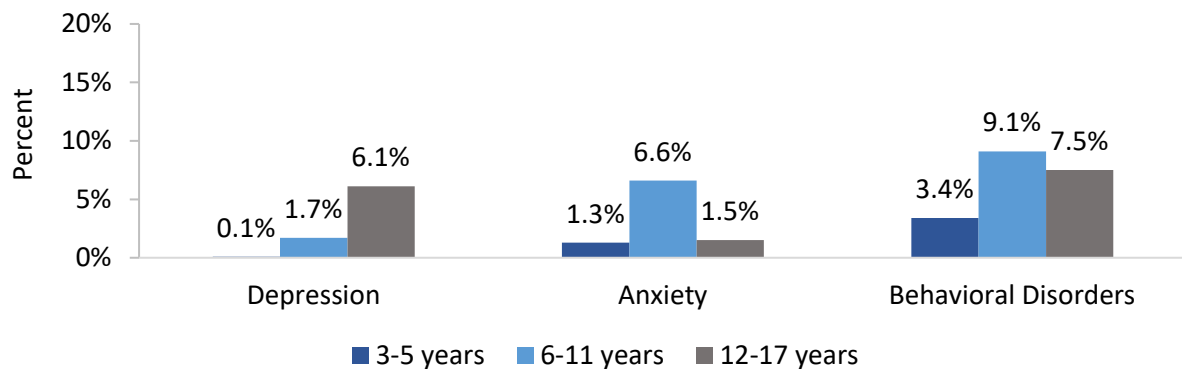


Identified Needs of Community

Mental Health

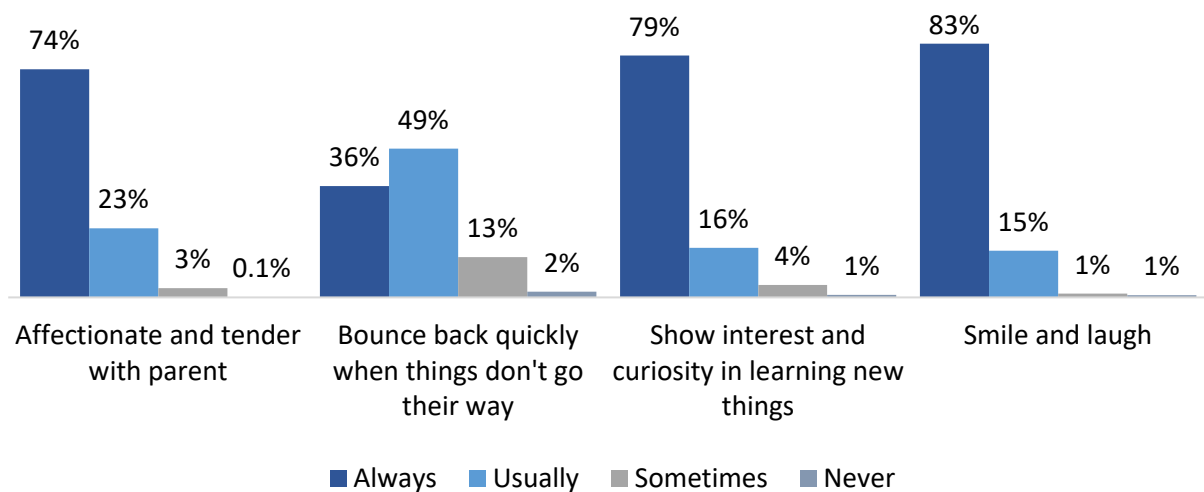
Mental health in children encompasses their emotional and behavioral wellbeing. As such, mental health plays a key role in how children handle stress, relate to others, and make healthy choices.²³⁹ Based on the most recent data available, 1 in 6 children (17%) in the United States aged 2-8 years had a diagnosed mental, behavioral, or developmental disorder.²⁴⁰ Figure 36 provides rates for depression, anxiety, and behavioral disorders by age of child.²⁴¹ Additionally, the mental health of children is influenced by the mental health of their parents/caregivers.²⁴² National data indicates that 7.2% of children (1 in 14) had at least one caregiver with poor mental health.²⁴³ In Los Angeles County, recent data suggests that 8.5% of parents with children 0-5 (and 10.2% of parents with children 6-17) are at risk for major depression.²⁴⁴

Figure 36. Mental Health by Age in United States



A look at positive mental indicators in California shows that most children (0-5 years) display affection, resilience, curiosity, and positive affect (Figure 37).²⁴⁵

Figure 37. Indicators of Positive Mental Health in California



In California, families with young children faced significant stressors as a result of the COVID-19 pandemic.²⁴⁶ Data from the *Birth to Five Parent Poll*, which surveyed 600 California parents with children under the age of five, revealed that:

- 70% of parents worried about their own—and their family’s—mental health
- 87% agreed that receiving referrals to mental health clinics and providers could have helped them, but only 13% had currently received or had access to referrals
- 73% worried about their child’s ability to socialize with other children

Health

Lead Exposure

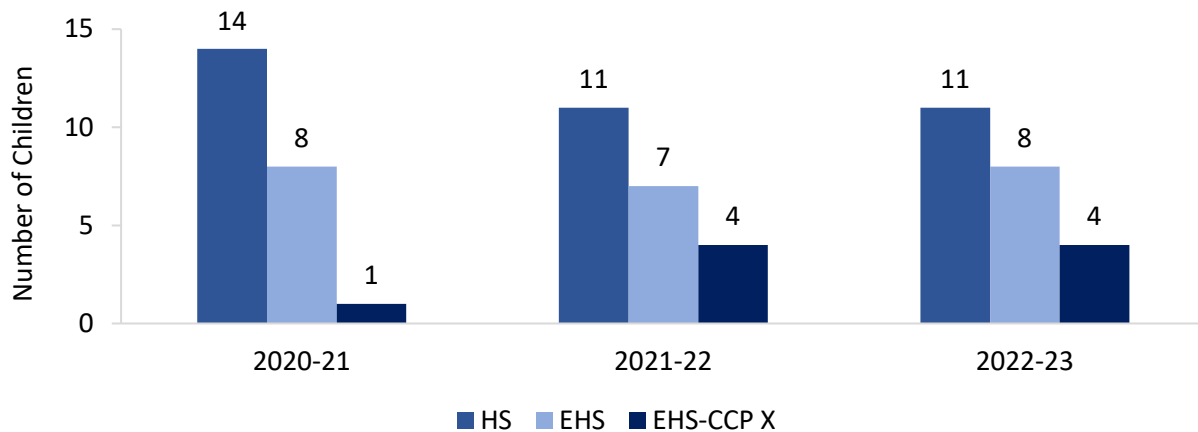
Safeguarding children against lead exposure is important for ensuring good health. Even low blood lead levels have been shown to impact learning and cognitive development, attention span, and academic achievement.²⁴⁷ Oftentimes, there may be no outward symptoms of lead exposure, which highlights the necessity of proactive lead exposure testing.²⁴⁸

Lead exposure is not limited to children from certain racial and ethnic minority groups, nor to those from households with lower incomes.²⁴⁹ Any child is at risk of lead exposure. Examples of places where children may be exposed to lead include soil, paint, home renovations, old kitchen sinks, swimming pools, toy lending libraries, and brass faucets.

In 2022, the Centers for Disease Control and Prevention (CDC) provided California²⁵⁰ with \$500,000 in funding to address childhood lead poisoning prevention with a focus on ensuring blood lead testing and reporting, enhancing blood lead surveillance, and improving linkages to recommended services. So too, Los Angeles County received \$350,000 in funding and focused its efforts on forming successful partnerships with community-based organizations and others to increase blood lead testing.^{251,252} In the city of Los Angeles, over 80% of housing units were built before 1980 and contain lead paint.²⁵³ Lead paint in housing has been found to be the leading cause of lead exposure in approximately 75% of identified cases in Los Angeles County.²⁵⁴

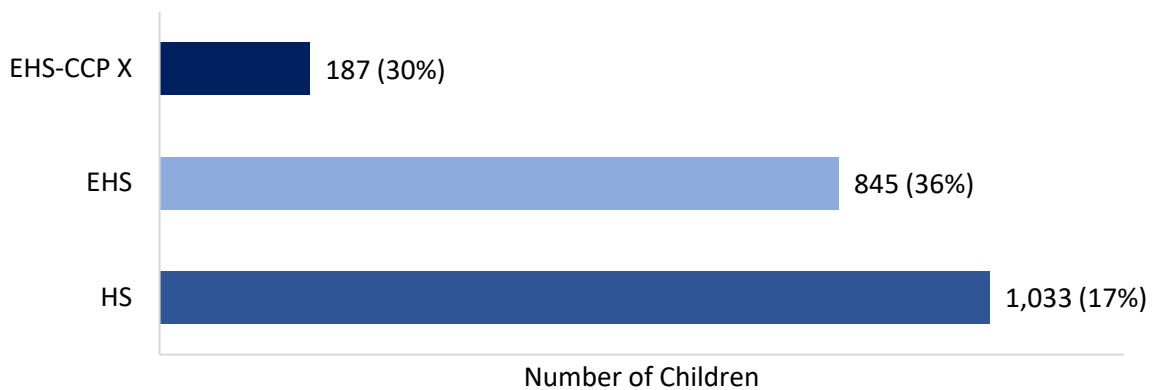
LACOE, along with its delegate agencies, remains committed to providing resources and distributing information regarding lead exposure to the families within its service area. Less than 1% of children had elevated lead blood levels across programs over the span of the project period (Figure 38).²⁵⁵

Figure 38. LACOE HSEL Children with Elevated Lead Levels Served by Program Type and Year



In 2022-2023, a total of 2,065 children, constituting 28% of the children enrolled in LACOE’s service area, lacked documented lead test results. Figure 39 provides details on the number and percent of children served by LACOE in each program that didn’t receive a lead test in the 2022-23 program year.²⁵⁶ LACOE has established a collaborative community partnership with the Los Angeles County Department of Public Health²⁵⁷ to develop and enhance the efficiency and effectiveness of service delivery to children and families.

Figure 39. LACOE HSEL Children Served Without Lead Tests by Program Type for PY 2022-23



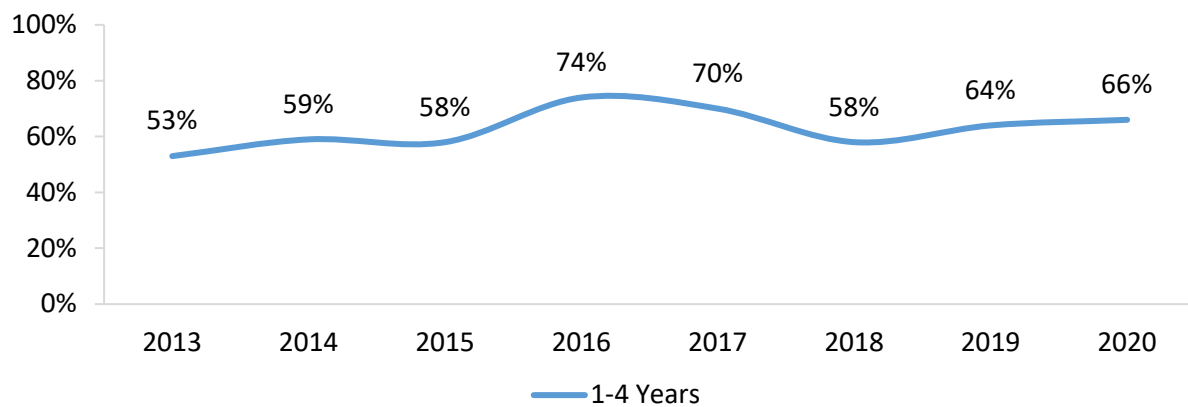
Oral Health Care

Preventive oral health care is essential to children’s overall health and wellbeing.²⁵⁸ Oral health issues in children—including tooth decay, cavities, gum disease, and tooth loss—can lead to pain and infections, impacting crucial activities such as eating, speaking, learning, and social interaction. According to the Centers for Disease Control and Prevention (CDC), by age 8 over half of children (52%) will have had a cavity.²⁵⁹ As such, prioritizing oral health and ensuring early detection and intervention can enhance the long-term quality of life for children.

A dental desert is characterized as an area with limited dental care access (less than 2.5 dentists per 10,000 people), high population density, and low average household income.²⁶⁰ The South Central region of Los Angeles County has been identified as having the most dental deserts.²⁶¹ As such, Los Angeles County plans to reduce dental deserts in this area by: (1) adding 15 dental clinics to selected health centers that do not currently provide dental services and (2) increasing the number of dental providers at six targeted clinics. Appendix B provides a summary of L.A. County’s Oral Health Improvement Plan.

In 2020, 66% of children ages 1-4 residing in Los Angeles County ages had a dental visit in the past year (Figure 40).²⁶² Figure 40 provides data trends for preschool-age children in Los Angeles County who had a yearly dental visit.

Figure 40. LA County Children Under Age 4 with a Dental Visit in Past Year



LACOE is dedicated to providing oral care resources and support to children and families in its service area. Figure 41 provides data on children served by LACOE who have access to dental care provided by oral health care professionals.²⁶³ Figure 42 provides data on HS children served by LACOE who received preventive dental care.²⁶⁴

Figure 41. LACOE HSEL Children with Access to Dental Care by Program Type

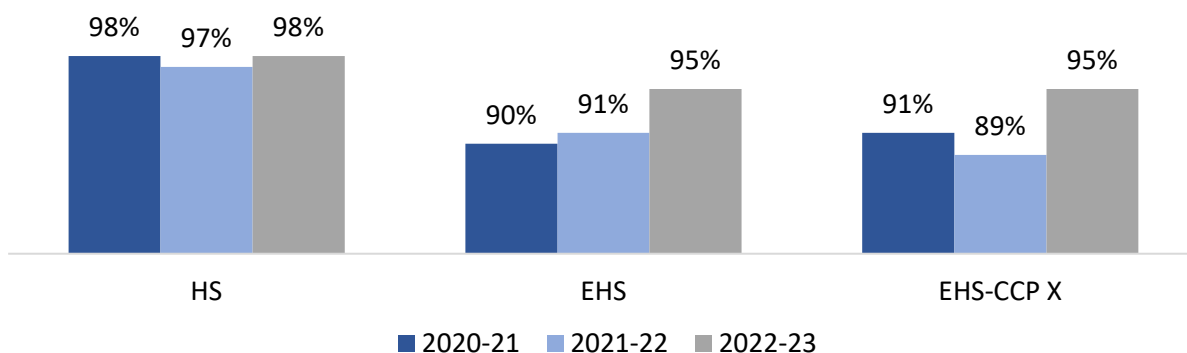
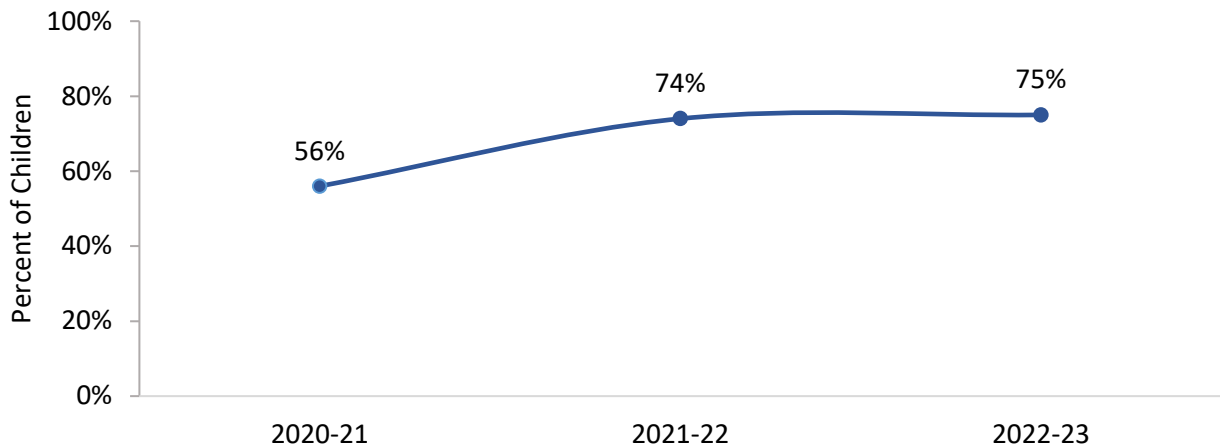


Figure 42. LACOE HSEL HS Children Receiving Preventive Dental Care during Program Year



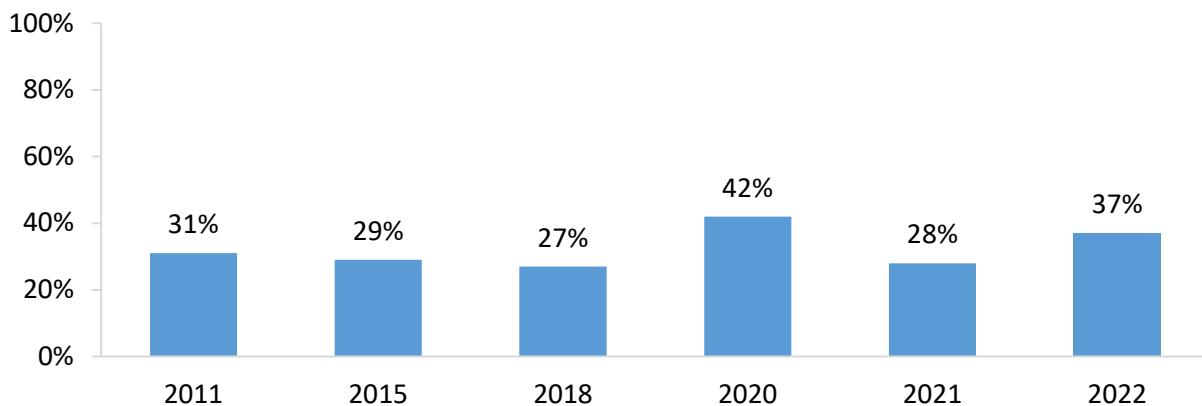
Nutrition

Food Insecurity

Food insecurity refers to the inability to get food, or eat regularly, because of limited money or resources.²⁶⁵ It also refers to a lack of access to enough food that is nutritionally adequate.^{266,267} Children who experience food insecurity have poorer nutrition, worse general health and oral health, and are at higher risk for anxiety and depression.²⁶⁸ In addition, food insecurity in children is associated with a higher risk for cognitive problems, anxiety, and depression.²⁶⁹

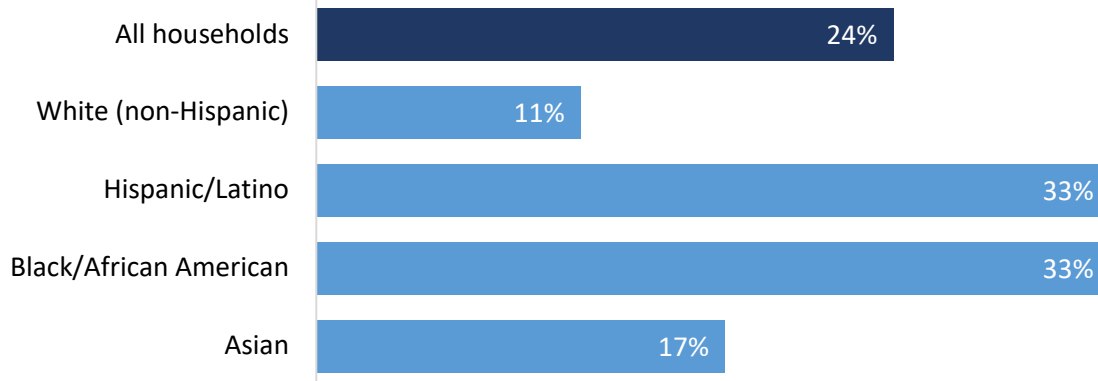
Recent data indicates that 1 in 4 L.A. County households (24%) experienced food insecurity in 2022. A closer look at low-income households²⁷⁰ shows that prior to the COVID pandemic, food insecurity rates had improved from 31% in 2011 to 27% in 2018 (Figure 43). In 2020, at the height of the pandemic, food insecurity peaked at 42% amongst low-income households in Los Angeles County. While food insecurity rates returned to pre-pandemic levels in 2021 (28%), the rate of food insecurity among low-income households is now higher than pre-pandemic levels at 37% (Figure 43).²⁷¹

Figure 43. Low-Income Los Angeles County Households Experiencing Food Insecurity



Additionally, data suggests that food insecurity disproportionately impacts certain racial groups across Los Angeles, such that Hispanic/Latino and Black/African American communities were three times more likely to experience food insecurity than White residents (Figure 44).²⁷²

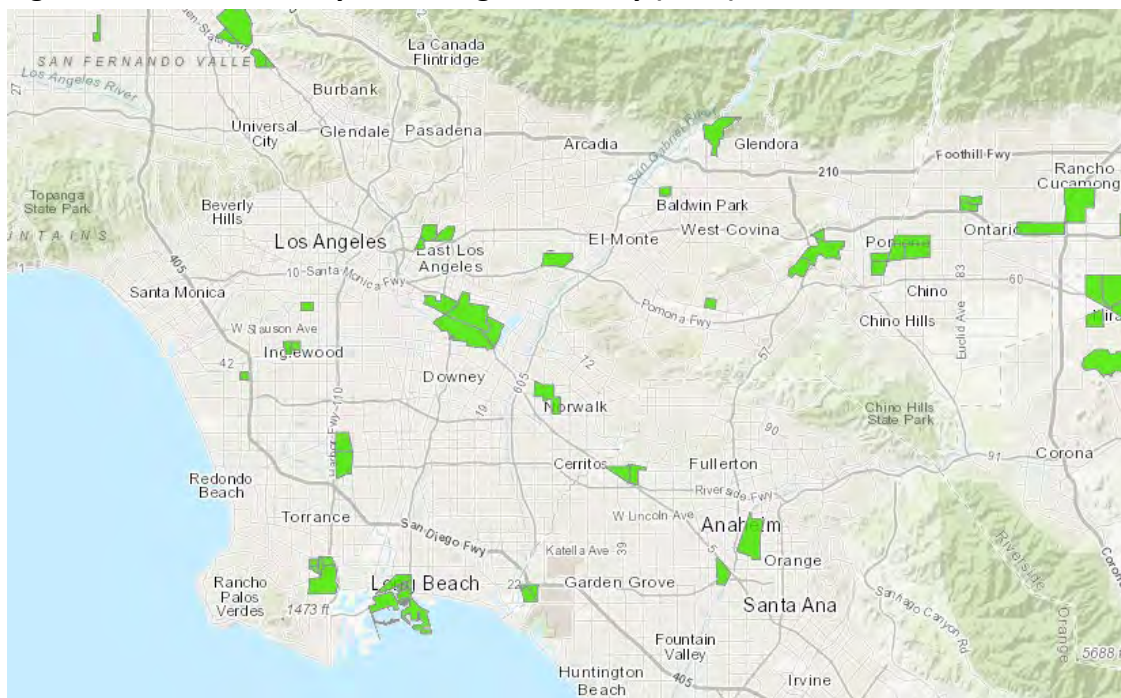
Figure 44. Food Insecurity by Race and Ethnicity in Los Angeles County, 2022



There is growing concern that inflation and the high cost of food, along with the end of pandemic food assistance (such as reduced CalFresh benefits), will create a “hunger cliff,” which would increase food insecurity throughout Los Angeles County.^{273,274}

Figure 45 depicts regions throughout Los Angeles County where a significant number of residents are more than 1 mile from the nearest supermarket.²⁷⁵

Figure 45. Food Insecurity in Los Angeles County (2019)



SUMMARY IMPLICATIONS

The Community Assessment provides key data and information related to the needs of children and families in LACOE’s service area, as well as data on factors that impact children and families in Los Angeles County and across California, where applicable. Such information helps to identify and better understand the most significant issues and trends affecting children and families in LACOE’s service area. Therefore, data from the Community Assessment is used to inform programmatic decisions and design a program that is continuously responsive to community needs and builds on strengths and resources at the grantee level, delegate agency level, and federal level. The most significant trends identified in this Community Assessment that impact communities served and LACOE’s Head Start and Early Head Start programs are:

- Continued Staff Shortages in ECE
- Continued Impact of Universal PreKindergarten
- Changing Face of Enrollment
- Changing Needs of Children and Families

Continued Staff Shortage in ECE

Research on the turnover rate for teachers in an ECE setting shows that it is more than double the turnover rate of K-12 teachers. Moreover, the impact of high teacher turnover in Head Start programs has been linked to fewer gains in vocabulary and higher levels of behavioral problems for children in comparison to peers with more continuity and consistency in staff. In addition, the ECE workforce is aging fast, with more near retirement than mid-career. The data also shows an upward trend in employment for both California and Los Angeles County, indicative of steady progress towards pre-pandemic employment levels. Such progress, however, is not evident yet as LACOE’s delegate agencies continue to experience consistent, significant staff vacancies.



California’s 2023-24 budget does not propose any additional educator workforce investments nor changes to existing programs, yet the administration remains committed to the continued implementation of educator workforce programs in the coming year (e.g., Early Education Teacher Development Grant, Educator Effectiveness Block Grant; incentives to CSU system and institutions of higher education). LACOE will need to continue to build on the promising work to build the teacher workforce pipeline through its Universal Pre-Kindergarten Career Development Initiative (UPK-CDI). This initiative is steadily showing positive strides in its grassroots approach to PreKindergarten employment.

Through the work across multiple career pathway tracks of UPK-CDI, LACOE has trained and prepared individuals along the Assistant Teacher Pathway. The Teacher Pathway is already underway, and the others are forthcoming through a phased-in approach. As such, to ensure equitable learning opportunities for children and families to experience and thrive, LACOE will need to:

- Continue to leverage teacher preparedness funding opportunities,
- Build collaborative partnerships with higher learning institutions to build strong ECE pipelines,
- Elevate the importance of adequately compensating the ECE profession to legislators and stakeholders, and
- Be at the forefront of innovative opportunities that refresh the ECE teacher pipeline.

Continued Impact of Universal PreKindergarten

California's rollout of transitional kindergarten, a centerpiece in its mixed-delivery UPK system, will gradually expand eligibility until all 4-year-olds are eligible by 2025-26. The impact is already evident as LACOE programs experience challenges with enrollment, staffing shortages, and classroom closures across delegate agencies. Moreover, the Office of Head Start has launched the Full Enrollment Initiative to address the issues driving under-enrollment across the nation. Therefore, in partnership with OHS, LACOE will need to focus on the following essential elements in its program planning to become fully enrolled and viable in the ever-changing ECE landscape: 1) advance equity, 2) support programs' pandemic response and recovery, 3) invest in the workforce, and 4) reach more children and families.

In addition, as LACOE continues transitioning to serve a younger population in EHS programs as a result of the enrollment challenges faced in its preschool programs, serving fewer children overall will be inevitable, and will also mean much higher per capita and operating costs. This shift will continue to be difficult as LACOE's current facility inventory is designed to support services for preschoolers. In addition, data shows a very small percentage of pregnant participants in LACOE programs, which makes it difficult to establish LACOE as a program dedicated to the prenatal-to-five continuum of services for the vulnerable communities in its service area. LACOE will need to implement innovative strategies to provide multi-layered services tailored to the various needs of children and families, leverage automation technologies that integrate volumes of data into efficient tracking and program systems, revisit and revise its current operations infrastructure to align with emergent priorities and go after funding opportunities and partnerships that expand its viability and leadership in the changing ECE landscape. LACOE will also need to continue leading the work with LEAs and community partners through its UPK Mixed Delivery work to educate stakeholders about Head Start, build understanding about how programs can be blended/braided to support children and families' needs, and provide parents with preschool options that best support their children's school readiness.

Continued Enrollment Challenges

Decreased number of income-eligible children. LACOE continues to face under-enrollment across programs throughout its service area. Despite the recent increase of income-eligible preschool children served by LACOE this program year in comparison to 2019-20, the population of children in LACOE's service area is decreasing, most significantly in the current and previous year. Specifically, the population of preschool children in LACOE's service area decreased 31% since 2019-20, and children eligible for services at 100% FPL decreased about 44%. The population trends are similar for infants and toddlers in LACOE's service area, albeit decreasing at a more gradual pace. Specifically, the population of infants and toddlers in LACOE's service area has decreased about 5% and those eligible at 100% FPL about 32% since 2019-20. However, there appears to be more room to grow services for younger children as data shows that in 2022-23, 62% of preschool children were served in LACOE's service area whereas only 43% of infants and toddlers were served. LACOE will need to continue to educate policy makers on the importance of addressing income eligibility restrictions to expand access to programs.

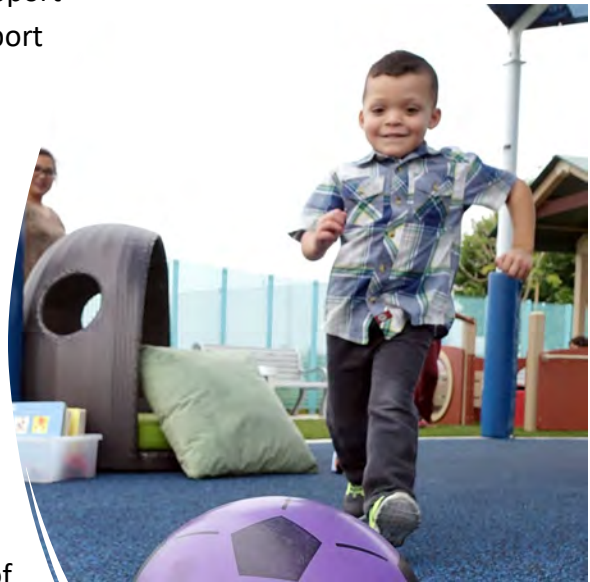
Declining Population. Population projections suggest that Los Angeles County will become increasingly older, and that the number of children under age 5 will remain steady or decrease. Moreover, while children under the age of five account for 5.8% of the population in LA County, Riverside and San Bernardino Counties have slightly higher percentages of children under five, 6.2% and 6.9%, respectively. Similarly, birth rate data for both California and Los Angeles County shows a consistent downward trajectory over the course of the past decade, whereas birth rates in San Bernardino and Riverside Counties have been higher.

Attracting categorically eligible children and families. Data shows minimal change in the percentage of foster care participants in LACOE programs, whereas an upward trend was evident for children and families receiving public assistance (specifically Supplemental Nutrition Assistance Program [SNAP] benefits). Including SNAP benefits as part of Head Start categorical eligibility criteria has the potential to reduce unnecessary administrative burden on families and programs, as most SNAP recipients are already eligible for Head Start based on income, but previously had to prove income eligibility separately for both programs. Moreover, data presented suggests that demonstrating eligibility through public assistance may be a less burdensome process than proving income eligibility under the federal poverty level (FPL). LACOE will need to continue to strengthen its efforts to attract categorically eligible children and families (e.g., experiencing homelessness and SNAP recipients) by continuing to identify and remove any barriers to access, target efforts to attract categorically eligible children and families, and continue to build strong relationships with public agencies that work with these populations to maximize continuity of public services with minimal burden on those served.

Changing Needs of Children and Families

Children with Disabilities. Speech or language impairments and autism continue to be the most prevalent disabilities identified for children ages three to five in California, as well as for children served in LACOE’s HS programs. Early detection with an IFSP or IEP also shows a steady increase of children with disabilities across the current five-year project period overall. Moreover, whereas a gradual increase in children with speech and language impairment disabilities was evident in the last three years (9% increase), the number of children served with autism has more than tripled (from 6% to 19% of all identified disabilities). Although LACOE continues to build infrastructure and capacity to increase enrollment of children with a broad range of disabilities into early childhood education settings through its programs such as IEEEP, it will need to focus efforts and leverage partnerships to increase training and support to build the capacity of early learning staff that support this growing population.

Family Configuration. Although most participants served in LACOE programs are identified as dual-headed households, a higher percentage of participants are from single-headed households in comparison to California or LA County. The highest percentage of single-headed households were participants in EHS-CCP X services. LACOE will need to continually assess how current program structures (e.g., days and times of operation) as well as capacity building services (e.g., topics of support in addition to when those are made available) best meet the needs of these populations.



RESOURCES

LACOE HSEL Resource Library

To support children’s early learning and development, LACOE welcomes staff, families, and children to the LACOE HSEL Resource Library. Resources available include:

- Children’s books
- Staff and parent resources
- Craft supplies
- Copy and printing workstations
- Laminating services

In addition, the LACOE HSEL Resource Library hosts educational events and celebrations with story time activities, music, arts and crafts, and giveaways. To get more information about the LACOE HSEL Resource Library hours of operation, resources available, and events, please visit its website at hselresourcecenter.library.site



HOPE Mobile Units

The HOPE mobile units are state-of-the-art vehicles that bring early education services to families across Los Angeles County. The need for early education services for young children in LA County is severe, especially for children with disabilities and families with limited/no income. Therefore, LACOE looked for innovative ways to create a “we come to you” method that improves children’s access to these critical services. <https://www.inclusiveece.org/HOPE-Mobile-Units>

- [LACOE Mobile Services Flyer](#)
The flyer details information on the two recreational vehicles available that provide on-site services to delegate agencies countywide.
- Innovation Webinars

[Mobile Services Program Development and Sustainability \(Part I\)](#)

This webinar provides information on how LACOE has designed a new type of service—mobile units to serve children and families in the communities in which they live and thrive.

[Mobile Services Program Development and Sustainability \(Part II\)](#)

This webinar provides information on how LACOE has designed a new type of service—mobile units to serve children and families in the communities in which they live and thrive.

- [Head Start Mobile Classroom Video](#)

A short video that provides an overview of what the recreational vehicles look like.



Additional Resources for Staff and Families

LACOE HSEL staff provides various online resources to share with families and staff. Electronic resources include links to e-learning videos, read-aloud sessions, and hands-on and live-streamed activities. LACOE HSEL also disseminates these resources via the prekkid.org website, social media pages, and email communications.

This section provides some of many online resources provided to educators and participating children and families on:

- Parenting and Child Development
- Resources by age group
- Community engagement
- Social and Emotional
- Parental resilience
- Support in times of need

Parenting and Child Development

Education

1. [School Readiness](#) [Español](#)
The Office of Head Start's Early Childhood Learning & Knowledge Center website includes resources on school readiness so that children are ready for school, families are ready to support their children's learning, and schools are ready for children.
2. [PBS SoCal-Families](#) [Español](#)
The PBS SoCal Education team has designed educational materials and activities for children with the desire to make learning fun, engaging, and easy to incorporate into their daily routines.
3. [Milestones Matter with CDC and Vroom!](#) [Español](#)
The Centers for Disease Control and Prevention provide resources to track and share child development milestones.
4. [LA Co. Birth to Kindergarten Transition Systems Alignment Framework](#)
This website includes resources on the Los Angeles County Birth to Kindergarten Transition Systems Alignment Framework, which supports families, teachers, and schools to achieve sustained, effective birth to kindergarten transitions.
5. [ECLKC Transition to Kindergarten](#) [Español](#)
The Office of Head Start's website includes resources to support the transition to kindergarten.
6. [Transition to Kindergarten-Activity Calendar for Families](#) [Español](#)
This resource is an activities calendar to support the transition from Head Start to Kindergarten.

7. [Second Step](#)

The Second Step website includes resources for supporting social-emotional wellbeing.

8. [Quality Start Los Angeles](#)

[Español](#)

This website houses family resources and trainings on topics related to birth to five in Los Angeles County.

Health

1. [CDC-Important Information on Immunizations](#)

[Español](#)

The Centers for Disease Control and Prevention post resources on vaccines available for children.

2. [L.A. Care Plan-Family Resources](#)

This website includes information on free resources for families including food pantries, Wi-Fi for telehealth services, assistance programs and enrollment support for Medi-Cal and other health coverage programs.

3. [Healthy Children-Family Time](#)

[Español](#)

The Family Time site of the Healthy Children website includes articles on the power of play, health management, family dynamics, media, work, and child care.

4. [Bright Futures](#)

The Bridge Futures website is hosted by the American Academy of Pediatrics to provide information on preventive care screenings and health supervision visits.

5. [Choose Health LA](#)

[Español](#)

This website connects parents with a dentist for their baby. It also showcases resources to support healthy smiles.

6. [Mouth Healthy](#)

Mouth Health offers tools for parents and educators to share information on healthy mouths.

7. [Sesame Street in Communities-Staying Healthy](#)

[Español](#)

Sesame Street in Communities has a dedicate place for health and hygiene to help the whole family stay well.

8. [Healthy Drinks, Healthy Kids](#)

[Español](#)

Healthy Eating Research has developed new resources to help professionals implement expert recommendations for healthy beverages for young children ages 0-5 years old.

9. [CDC-Healthy Weight, Nutrition, and Physical Activity](#)

[Español](#)

The Centers for Disease Control and Prevention offer information and resources on healthy weight, nutrition, and physical activity.

10. [LA County Library-Parent-Ade](#)

[Español](#)

The Los Angeles County Library offers a Distance Learning Program called “Parent-Ade” and this website includes resources related to the program.

11. [Healthy Children at Home](#) [Español](#)
The Safety and Prevention section of the Healthy Children website helps parents plan ways to keep children safe at home.
12. [Ready Rosie-Healthy at Home](#) [Español](#)
The Ready Rosie website houses a toolkit for supporting families impacted by COVID-19. There are resources by age group.

Nutrition

1. [ECLKC Healthy Habits](#) [Español](#)
The Office of Head Start provides information on good nutrition as an important part of maintaining a healthy lifestyle for families.
2. [Kids Health](#) [Español](#)
Nemour's Kids Health page includes resources for parents on topics including managing a toddler's behavior.
3. [ECLKC-Food Safety](#) [Español](#)
The Office of Head Start's website provides information on food safety for children at Head Start centers.

Promoting Early Learning at Home

1. [Creating Safe Places](#) - This short video includes tips for creating safe places at home.
2. [Parenting Hack – Dinner under 10 minutes](#)
A registered dietician shows how to get dinner on the table very quickly.
3. [Letter Monster Using Recyclables](#)
This video shows how to make an art project using recycled materials.
4. [Mouse in the House – Memory Game](#)
This video shows how to play a memory game at home.
5. [Washing Your Hands](#)
The video includes a science experiment that shows children why it is important to wash your hands.
6. [Learning Games with Mateo and Gabby](#)
This video shows how to play learning games at home with simple toys.
7. [The Kissing Hand](#)
The video is a read aloud of the story "The Kissing Hand."
8. [HSEL Resource Center Tour](#)
This video shows a tour of the LACOE HSEL Resource Center.
9. [The Mitten Read-Aloud](#)
The Mitten Read Aloud is a video where LACOE Staff read a book to a group of students and their families.

10. [Read-Aloud with Gabby and Mateo](#)

This video is a Read Aloud of the story “Too Many Tamales.”

11. [Lea en voz alta con Monica y Elleon](#)

This video is a read aloud of the story “Too Many Tamales” in Español.

Resources by Age Group

Birth to 3 years old:

1. [Fisher-Price Apple App](#) - At this link you will find an app to download for free provided by Fisher-Price
2. [Zero to Three: Play Activities for Birth to 12 Months](#) - Whether you are looking for games to build your baby's language skills, or games to keep the young ones busy, here are some great play ideas for your infant.
3. [Zero to Three: Grandparent Guide](#) - If you are a grandparent providing care for your preschool grandchildren, you may find you are more patient and relaxed with your grandchildren than you were the first time around. You may also wonder if you are up on the latest childcare strategies. Here is a guide to what is new and what has stayed the same when it comes to caring for babies and toddlers.

Birth to 5 years old:

1. [Sesame Street](#)
Instantly watch Sesame Street clips and play fun, educational games all FREE anytime, anywhere. Sesame Workshop's mission is to use the educational power of media to help kids everywhere grow smarter, stronger, and kinder.
2. [NAEYC](#)
The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

3 to 5 years old:

1. [Curious Learning](#)
Curious Learning is an open platform that addresses the challenges faced by under-resourced communities, particularly their limited access to literacy instruction.
2. [PBS Kids](#)
PBS Kids is committed to making a positive impact on the lives of children through curriculum-based entertainment with positive role models and content designed to nurture a child's total wellbeing.
3. [Reading Rockets](#)
Reading Rockets is a national public media literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help.
4. [Avokiddo](#)

An enlightening logic puzzler for kids 3-9 that enhances problem solving, memory, and spatial cognition skills. Learn about force, aerodynamics, buoyancy, electricity, and even get a taste of quantum physics while you navigate the 32 hilarious characters through a seamless maze!

5. [Starfall](#)

At Starfall, children have fun while they learn—specializing in reading, phonics & math—educational games, movies, books, songs, and more.

6. [Moose Math](#)

Moose Math engages kids in a mathematical adventure and teaches counting, addition, subtraction, sorting, geometry, and more. While playing five multi-level activities in the Moose Juice Store, Puck’s Pet Shop, and Lost & Found, kids can earn rewards to help build their own city and decorate buildings.

7. [Smithsonian \(kids\)](#)

Fun stuff for kids online. Discover more than a million resources; create personal collections and educational experiences.

Community Engagement

Family and Community Engagement

1. [Family Engagement](#)

[Español](#)

This website is for the Head Start Parent, Family, and Community Engagement (PFCE) Framework is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships.

2. [Be a Learning Hero](#)

[Español](#)

The Learning Heroes website brings information and resources to help children succeed in school and life.

3. [Sesame Street in Communities-Family Bonding](#)

[Español](#)

This section of the Sesame Street in Communities website includes information, videos, and activities that promote family bonding through quality time and play.

4. [Understood-Shaping the World for Difference](#)

[Español](#)

The Understood website provides resources to help people with learning and thinking differences reach their potential.

5. [Zero to Three-Early Connections Last a Lifetime](#)

[Español](#)

This website focuses on sharing knowledge and resources that ensure all babies and toddlers have a strong start in life.

6. [Talking is Teaching](#)

[Español](#)

The Talking is Teaching website gives activities based on the idea that when you talk, read, and sing with you child, you are building their brain and helping to prepare them for success in school and in life.

7. [Start Early](#)

Start Early assembles resources from our experts that give parents tools to help their children thrive. The website includes parenting tips and activities.

Community Events

1. [LA County Library- Family Friendly Events](#)
This website shows a calendar of upcoming events for families in Los Angeles County.
2. [LA County Parks and Recreation-Kids and Family](#)
The Los Angeles County Department of Parks and Recreation offers a wide variety of programs and activities for you and your family.
3. [LACOE Head Start Events](#)
The Los Angeles County Office of Education posts upcoming events for Head Start families on their website.

Social and Emotional

Mental Health

1. [Center for Early Childhood Mental Health Consultation](#)
The Center gathers in one place a wide range of materials that address the needs of HS staff and families for practical guidance on effective ways to promote young children's social and emotional development, and reduce challenging behaviors.
2. [Sesame Street in Communities-Resilience](#) [Español](#)
The Building Resilience in Children and Families section of Sesame Street in Communities helps to give children the tools and coping skills to overcome both little and big challenges to help them learn and grow.
3. [Child Mind Institute](#) [Español](#)
This Child Mind Institute website helps families find information to help support children who are struggling with mental health, behavior or learning challenges.
4. [Center for Optimal Brain Integration](#)
Resources to build emotional literacy, self-regulation and more are available at the Center for Optimal Brain Integration website. Resources are available in Spanish and Chinese.

Disabilities

1. [Head Start Center for Inclusion](#)
A variety of resources that support early childhood educators to ensure that children with disabilities can participate as full members of their learning communities.
2. [Department of Developmental Services-Regional Center Lookup](#)
This website allows the viewer to locate their local Regional Center to receive specialized services for their child.
3. [ECLKC-Children with Disabilities](#) [Español](#)
This website provides an infographic for young children with disabilities along with other resources to support identifying young children with unique developmental needs.
4. [Sesame Street and Autism](#)

Sesame Street provides free, bilingual resources to help support autistic children and their families.

5. [LACOE Inclusive Early Childhood Education](#)

This website allows users to create an account and receive access to materials related to the Inclusive Early Childhood Education program at LACOE.

Emotion Regulation

1. [Zero to Three- How to Help Your Child Develop Empathy](#)

Presented by Zero to Three, this article is a tool for parents to help a child develop empathy.

2. [Child Mind Institute-How Can We Help Kids with Emotional Regulation?](#) [Español](#)

Developed by the Child Mind Institute, this article assists parents to help their children develop emotional regulation.

3. [American Psychological Association- How to help kids understand and manage their emotions](#)

The American Psychological Association provides guidance on how to help kids understand and manage their emotions in this article.

4. [Mindfulness for Kids](#)

When we teach mindfulness to kids, we equip them with tools to build self-esteem, manage stress, and skillfully approach challenges. Explore our guide on how to introduce mindfulness and meditation to your children—at any age.

Parental Resilience

Grief and Loss

1. [Child Mind Institute- Helping Children Cope with Grief](#) [Español](#)

Child Mind Institute offers a guide to support children cope with grief depending on their developmental age.

2. [National Child Traumatic Stress Network- Resilience and Child Traumatic Stress](#) [Español](#)

Defines resilience and factors that enhance resilience in children following a potentially traumatic event. Outlines steps providers can take to build on individual, family, and communal strengths to address children's needs, accomplish goals, reduce adversities, and foster growth and development.

3. [Sesame Street- Grief](#) [Español](#)

This website provides resources to help kids grieve the loss of a loved one. With love and support, children can learn to cope with loss and start to heal.

Mindfulness

1. [Child Mind Institute- Mindful Parenting](#) [Español](#)

This website provides mindfulness techniques to take stress and anxiety out of raising kids.

2. [Mindfulness Exercises for Parents](#)
The Mindfulness Exercises website gives tips for practicing mindfulness as a parent, being a mindful parent and seeing the world as a child.
3. [Zero to Three-Mindfulness for Parents](#)
Zero to Three promotes five ways to be mindful as parents go about their day on the website.

Managing Stress

1. [American Psychological Association- Managing Stress for a Healthy Family](#)
This article shares information to help families take small, manageable steps to a healthier lifestyle.
2. [Very Well Mind- How to Cope with Parenting Stress and Anxiety](#)
This resource includes strategies to help parents cope with stress and anxiety.
3. [Zero to Three-Managing Big Stressors With Little Ones](#)
The website includes some ideas for taking care of oneself even when one is at their most stressed.

Self-Care

1. [National Child Traumatic Stress Network-Pause Reset Nourish](#) [Español](#)
Provides information about the specific self-care strategy of Pause-Reset-Nourish, or PRN. This fact sheet acknowledges the levels of stress that professionals may be currently experiencing and offers a way to address unwanted symptoms and promote and replenish wellbeing and enhance resilience.
2. [PBS Kids- Self-Care for Parents](#)
This resource reinforces the need for parents to take time for self-care so that they are better able to care for their child.
3. [Psychology Today-25 Simple Self-Care Tools for Parents](#)
This article has quick ideas to renew energy, strengthen relationships, and be good to oneself as a parent.

Trauma-Informed Care

1. [The National Child Traumatic Stress Network](#)
Resources for parents, adoptive parents, resource/foster parents, grandparents, and all others who care for children and teens to help children and teenagers recover from traumatic events.
2. [The Vicarious Trauma Toolkit](#)
The U.S. Department of Justice's Office for Victims of Crime provides the Vicarious Trauma Toolkit as the starting point for organizations that want to proactively address the impact of exposure to the trauma experiences of others.

3. [The Adverse Childhood Experiences Study](#)
The Centers for Disease Control and Prevention conducted the CDC-Kaiser Permanente adverse childhood experience (ACE) study to link childhood abuse and neglect and household challenges to later-life health and wellbeing.
4. [Normal Reactions Following a Traumatic Event](#)
The U.S. Department of Justice's Office for Victims of Crime provides a handout that describes reactions to traumatic events and strategies for alleviating stress.

Support in Times of Need

Basic Needs

1. [211LA](#) [Español](#)
211 LA is a locally based, nonprofit guide to the services and information you need to navigate life in Los Angeles.
2. [LA County Free Wi-Fi Access](#) [Español](#)
Free Wi-Fi Access is available to all users at LA County Libraries.
3. [Los Angeles Low Income Health Care](#) [Español](#)
My Health LA is a no-cost health care program for low-income individuals who live in Los Angeles County.
4. [Los Angeles Public Library Locator](#) - The Los Angeles Public Library provides free and easy access to information, ideas, books, and technology that enrich, educate, and empower every individual in our city's diverse communities.
5. [Los Angeles Recreation Centers](#) [Español](#)
The Department of Recreation and Parks maintains safe parks and recreation facilities providing the public with a wide variety of recreational opportunities.
6. [Los Angeles Transportation Services](#) [Español](#)
LADOT Transit services keep Los Angeles moving by providing world class transportation choices to everyone in Los Angeles.
7. [Metro Transit - Low Income Fares](#) [Español](#)
Low-income riders can receive additional transit relief with the LIFE Program. The LIFE program offers discounts on select passes or 20 free rides on Metro or any of the participating transit agencies.
8. [Los Angeles Department of Water of Power Utilities Support](#) [Español](#)
This website houses information about services, including extended payment plans and customer care.

Domestic Violence

1. [California Partnership to End Domestic Violence](#)
This website has a tool for finding domestic violence organizations in a specific community. There are links to hotline numbers and websites.

2. [County of Los Angeles Public Health Domestic Violence Resources](#)
The resource offers a list of hotlines and resources for people who may be experiencing domestic violence.

Employment

1. [County of Los Angeles Department of Economic Opportunity](#)
The Department of Economic Opportunity (DEO) is LA County's central economic and workforce development hub helping residents connect to new career pathways, start and certify a business, and access life-changing opportunities.

Food Insecurity

1. [County of Los Angeles Food Portal](#) [Español](#)
This resource connects those in need of food to those who can help.
2. [LA Food Bank Locator](#)
Families can locate a food bank near them through this website.
3. [CalFresh/LA County DPSS](#) [Español](#)
This website provides information for parents who have lost their job, or just need assistance, by applying for CalFresh and other benefits online.
4. [Women, Infants and Children](#) [Español](#)
This website provides information for people who are pregnant or have a child under 5. WIC can help provide nutritious foods and more resources to keep a growing family healthy.

Homelessness

1. [Los Angeles County Housing Resource Center](#) [Español](#)
This community resource helps people list and locate housing in the County of Los Angeles, including affordable, special needs, emergency housing, and more.
2. [Los Angeles County Shelters](#) [Español](#)
Resources for individuals and households experiencing homelessness or at-risk of becoming homeless.
3. [Los Angeles Homeless Services Authority](#) [Español](#)
Resources for individuals and households experiencing homelessness or at-risk of becoming homeless.

Immigration

1. [Los Angeles County Immigrant Services](#) [Español](#)
This service locator tool helps families find the services they need by entering their zip code to find what's available by category and location.

2. [Immigrant Assistance Line](#)

The Coalition for Humane Immigrant Rights (CHIRLA) has an Immigrant Assistance line that is available Monday-Friday 9 a.m. to 5 p.m. to refer community members to services from CHIRLA and partner organizations.

Mental Health

1. [988 Suicide and Crisis Lifeline](#)

[Español](#)

Lifeline Chat and Text is a service of the 988 Suicide & Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline), connecting individuals with crisis counselors for emotional support and other services via web chat or texting 988.

2. [Los Angeles County Mental Health Hotline](#)

[Español](#)

The LACDMH Help Line, (800) 854-7771, serves as the primary entry point for mental health services with our department.

Multilingual Resources

1. [Bilingual Kid Spot](#)

Provides free e-books in English and various languages for a wide range of children's age groups.

2. [Colorín Colorado](#)

Colorín Colorado es un sitio web bilingüe que proporciona información, actividades y consejos para ayudar a los estudiantes de inglés (ELL) a tener éxito.

3. [Unite for Literacy](#)

Unite for Literacy provides free digital access to picture books, narrated in many languages.

Legal

1. [Neighborhood Legal Services of Los Angeles County](#)

[Español](#)

NLSLA combats the immediate and long-lasting effects of poverty and expands access to health, opportunity, and justice in Los Angeles' diverse neighborhoods.

2. [Legal Aid Foundation of Los Angeles](#)

[Español](#)

Legal Aid Foundation of Los Angeles seeks to achieve equal justice for people living in poverty across Greater Los Angeles. We change lives through direct representation, systems change, and community education.

Pregnant People

1. [Los Angeles County Health Services Mama's Neighborhood](#)

[Español](#)

Mama's Neighborhood provides free prenatal care and comprehensive healthcare services. This includes resources and information for first-time moms to mothers of multiple children.

2. [National Maternal Mental Health Hotline](#)

Health Resources and Services Administration present the National Maternal Mental Health Hotline to provide 24/7, free, confidential hotline for pregnant and new moms in English and Spanish.

3. [Welcome Baby L.A. County](#) [Español](#)
Welcome Baby provides L.A. County pregnant women and new moms with information, support, and a trusted partner to help you through the journey of pregnancy and early parenthood.

Stay Connected Apps

1. [Head Start Resources App](#)
Stay connected to resources relevant to your role in getting young children ready to succeed in school and in life. The simple and easy-to-use interface lets you browse collections by topic and so much more.
2. [ELOF2GO Mobile App](#)
ELOF2GO is a mobile resource for teachers who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). It is your on-the-go guide to children's development and learning.

Substance Use

1. [Los Angeles County Substance Abuse Prevention and Control](#) [Español](#)
The agency provides substance use disorder services prevention, treatment, and recovery for people of all ages residing in Los Angeles County.
2. [Los Angeles Centers for Alcohol and Drug Abuse](#)
Los Angeles Centers for Alcohol and Drug Abuse (L.A. CADA) is a licensed and certified substance use and behavioral treatment provider.
3. [Alcoholics Anonymous](#) [Español](#)
Alcoholics Anonymous is a peer-led mutual aid fellowship dedicated to abstinence-based recovery from alcoholism through its spiritually inclined Twelve Step program.

APPENDIX A – Impact of Higher Wages on Head Start Eligibility

Impact of Higher Wages on Head Start Eligibility in Los Angeles²⁷⁶

Persons in Family/ Household	2021 Poverty Guideline	Minimum Wage	Yearly Income	Amount Over 100% FPL	Eligible for Head Start at 100% FPL
One parent working full-time at minimum wage					
1	\$12,880	\$15.00	\$31,200	\$18,320	No
2	\$17,420	\$15.00	\$31,200	\$13,780	No
3	\$21,960	\$15.00	\$31,200	\$9,240	No
4	\$26,500	\$15.00	\$31,200	\$4,700	No
5	\$31,040	\$15.00	\$31,200	\$160	No
6	\$35,580	\$15.00	\$31,200	(\$4,380)	Yes
7	\$40,120	\$15.00	\$31,200	(\$8,920)	Yes
8	\$44,660	\$15.00	\$31,200	(\$13,460)	Yes
Two parents working full-time at minimum wage					
3	\$21,960	\$15.00	\$62,400	\$40,440	No
4	\$26,500	\$15.00	\$62,400	\$35,900	No
5	\$31,040	\$15.00	\$62,400	\$31,360	No
6	\$35,580	\$15.00	\$62,400	\$26,820	No
7	\$40,120	\$15.00	\$62,400	\$22,280	No
8	\$44,660	\$15.00	\$62,400	\$17,740	No
9	\$49,200	\$15.00	\$62,400	\$13,200	No
10	\$53,740	\$15.00	\$62,400	\$8,660	No
11	\$58,280	\$15.00	\$62,400	\$4,120	No
12	\$62,820	\$15.00	\$62,400	(\$420)	Yes

APPENDIX B – Oral Health Improvement Plan

Los Angeles County’s Oral Health Improvement Plan identified objectives and strategies for improving access to dental care and dental services.²⁷⁷

Los Angeles County Community Oral Health Improvement Plan

Objectives	Strategies
Improved Access to Care: Improve access to oral health care by increasing providers’ cultural and technical capacities, fostering trust between patients and providers, and reducing logistical barriers to care.	Increase the number of dental providers equipped to serve people with specialized health care needs.
Coordinated Care: Strengthen systems to care by effectively integrating and coordinating oral health care with other health and social services.	Increase the number of dental providers equipped to serve people with specialized health care needs.
Workforce Development and Capacity: Increase the number of oral health sector workers at multiple levels of service to meet the needs of LA County’s economically and culturally diverse communities.	Implement best practices to promote collaboration among providers of oral health care and other health and social services to improve the health of Angelenos.
Policy Leadership: Develop and influence federal, state, and local policies and resources that will promote equitable access to oral health services as integral to overall health.	Encourage and facilitate increased participation of dental professionals in dental deserts and other community-oriented settings.

REFERENCES

¹ Retrieved from <https://www.lacoe.edu/About-LACOE>

² 2022-2025 Strategic Plan. Retrieved from <https://www.lacoe.edu/Strategic-Plan>

³ Delegates: ABC USD (ABC), Bassett USD (Bassett), Blind Children’s Center (BCC), Children’s Institute Inc.(CII), El Monte City SD (El Monte), Foundation for Early Childhood Education (Foundation), Garvey SD (Garvey), Mexican American Opportunity Foundation (MAOF), Mountain View SD (Mt. View), Norwalk-La Mirada USD (Norwalk), Pacific Asian Consortium in Employment (PACE), Para Los Niños (PLN), Plaza de la Raza Child Development Services (Plaza), Pomona USD (Pomona), and St. Anne’s Family Services (St. Anne’s).

⁴ Office of Head Start. An Office of the Administration for Children & Families. Head Start History. Retrieved from <https://www.acf.hhs.gov/ohs/about/history-head-start>

⁵ Ibid.

⁶ Los Angeles County Office of Education. Adoption of Board Resolution No. 5 to Recognize October 2023 as Head Start Awareness Month.

⁷ Up to 49% of the Policy Council, membership may consist of community representatives who are parents of formerly enrolled children in the program or representatives from community and civic organizations that work on behalf of low-income families.

⁸ Head Start Policy & Regulations. 45 CFR 1302.11. <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-11-determining-community-strengths-needs-resources>

⁹ Ibid.

¹⁰ Wikipedia. Los Angeles County, California. Retrieved from https://en.wikipedia.org/wiki/Los_Angeles_County,_California

¹¹ County of Los Angeles. *About LA County*. Retrieved from <https://lacounty.gov/government/about-la-county/about/>

¹² When new grants are released, OHS defines the service area by community or by zip code, and grantee applies accordingly.

¹³ This includes the Early Head Start–Child Care Partnership Expansion (EHS-CCP X) grant.

¹⁴ Head Start California. Agencies by County. Updated 2/24/23. Retrieved from <https://headstartca.org/wp-content/uploads/2023/02/Agencies-by-County-for-web-2023-02-14-15-04-06.pdf>

¹⁵ Delegates providing EHS services: Bassett USD, Blind Children’s Center, Children’s Institute Inc., El Monte City SD, Foundation for Early Childhood Education, Garvey SD, Mexican American Opportunity Foundation, Mountain View SD, Norwalk-La Mirada USD, Pacific Asian Consortium in Employment, Para Los Niños, Plaza de la Raza, Pomona USD, and St. Anne’s Family Services.

¹⁶ Total percentages may not add up to 100% due to rounding.

¹⁷ Delegates providing HS services: ABC USD, Bassett USD, Blind Children’s Center, Children’s Institute Inc., El Monte

¹⁷ City SD, Foundation for Early Childhood Education, Garvey SD, Mexican American Opportunity Foundation, Mountain View SD, Norwalk-La Mirada USD, Pacific Asian Consortium in Employment, Para Los Niños, Plaza de la Raza, Pomona USD, and St. Anne’s Family Services.

¹⁸ Total percentages may not add up to 100% due to rounding

¹⁹ Delegates providing CSPP services: Blind Children’s Center, El Monte City SD, Garvey SD, Norwalk-La Mirada USD, Pacific Asian Consortium in Employment, Plaza de la Raza, and Volunteers of America.

²⁰ Delegates providing CCTR services: Para Los Niños, Plaza de la Raza, and St. Anne’s Family Services.

²¹ QSLA is a collaborative effort between LACOE, First 5 LA, the Child Care Alliance of Los Angeles (CCALA), the County of Los Angeles Office for the Advancement of Early Care and Education, the Child Care Planning Committee, and the Partnerships in Education, Articulation, and Collaboration in Higher Education (PEACH).

²² This grant will end in December 2023.

²³ The 16 delegates include VOA, a stand-alone state program.

²⁴ Consolidated Funding Application. Year Five of 2019-2024 Project Period. Head Start and Early Learning Division. Updated 3/21/23. Grant number: 09CH011157.

²⁵ Ibid.

²⁶ LACOE requested a locally designed program option for Blind Children’s Center to better meet the needs of this population.

²⁷ LACOE Year 5 Consolidated Funding Application.

²⁸ Fallin Kenyon, K., Capito, J. (2021). Head Start Cost Study.

²⁹ Calculations based on 77 sites were leasing cost are above \$1, excluding administrative offices. Rent per month ranges from \$0 to \$40,586.

³⁰ Poverty Guidelines. U.S. Department of Health and Human Services. Office of the Assistant Secretary for Planning and Evaluation (ASPE). <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>

³¹ California Department of Social Services, 2023 Child Care Bulletins, CCB 23-06 (August,2023). Revised State Median Income (SMI) Ceilings and Income Ranking Table for Fiscal Year (FY) 2023-24. Retrieved from <https://www.cdss.ca.gov/inforesources/letters-regulations/letters-and-notices/child-care-bulletins/2023-child-care-bulletins>

³² California Department of Education, Management Bulletin 23-06, Early Education Division, Retrieved from <https://www.cde.ca.gov/sp/cd/ci/mb2306.asp>

³³ Delegates may enroll up 10% of a program’s total funded slots with over-income children or pregnant women who could benefit from services but do not meet eligibility criteria, and an additional 35% with children whose families’ incomes are below 130% of FPL.

³⁴ Ibid.

³⁵ Ibid.

³⁶ This additional allowance was issued in 2007 and provides flexibility in the Head Start Act to allow program to enroll children from families who are slightly over the 100 percent poverty guideline. Retrieved from <https://www.acf.hhs.gov/sites/default/files/documents/ohs/report-to-congres-hs-eligibility-2022.pdf>

³⁷ Poverty Guidelines. U.S. Department of Health and Human Services. Office of the Assistant Secretary for Planning and Evaluation (ASPE). Retrieved from : <https://aspe.hhs.gov/sites/default/files/documents/f7117d0642f0eeeb102c9b2c264f1aa2/detailed-guidelines-2023.xlsx>

³⁸ Barr, Andrew C., and Chloe Gibbs. (2019). *Breaking the Cycle? Intergenerational Effects of an Anti-Poverty Program in Early Childhood*. (EdWorkingPaper: 19-141). Retrieved from Annenberg Institute at Brown University at <https://edworkingpapers.com/sites/default/files/ai19-141.pdf>

³⁹ Categorical eligibility is defined as children who are automatically eligible for a Head Start program if they are experiencing homelessness, in foster care, or receiving public assistance. Retrieved from <https://eclkc.ohs.acf.hhs.gov/eligibility-ersea/article/poverty-guidelines-determining-eligibility-participation-head-start-programs>

⁴⁰ Effective April 2022, the Office of Head Start now includes the receipt of SNAP benefits in the definition of public assistance.

⁴¹ Expanding Head Start Services to SNAP Recipients. Head Start ECLKC.

<https://eclkc.ohs.acf.hhs.gov/blog/expanding-head-start-services-snap-recipients>

⁴² The Office of Head Start Performance Standards, section, 1302.12(c) (2) states: If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of a program’s enrollment in accordance with paragraph (d) of this section.

⁴³ OHS does not designate an income cap for the 10% over-income allowance. The LACOE ERSEA GIM addresses the “cap” by stating that: Delegates considering enrolling families whose income exceeds 15 percent above the State Income Guidelines (See the Schedule of Over Income Ceilings table in the Income Guidelines section of this manual) must first secure approval from LACOE, prior to enrolling the family.

⁴⁴ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.

⁴⁵ Hispanic/Latino ethnicity includes all races.

⁴⁶ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.

⁴⁷ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.

⁴⁸ 2022-23 Program Information Report – Performance Indicator Report. Data retrieved 9/523.

- ⁴⁹ 2022-23 Program Information Report – Performance Indicator Report. Data retrieved 9/5/23.
- ⁵⁰ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.
- ⁵¹ Data will not add up to 100% because only the top four languages are represented.
- ⁵² The following number of families weren't employed/in school/in job training at enrollment but were at the end of enrollment: Head Start (83 out of 1,376), Early Head Start (38 out of 556), EHS-CCP X (26 out of 185).
- ⁵³ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.
- ⁵⁴ Based on ChildPlus report #9730, there are 286 families enrolled in CCTR and 1,549 families enrolled in CSPP.
- ⁵⁵ Number of respondents varies by question on survey, since some respondents skipped questions. For question 1 on overall satisfaction there were 643 respondents.
- ⁵⁶ 2022-23 Program Information Report – Performance Indicator Report. Data retrieved 9/5/23.
- ⁵⁷ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.
- ⁵⁸ Families can identify multiple needs and as such may receive more than one service at a time. The data presented identifies the top services provided.
- ⁵⁹ Child Population, by County. Kids Data. *Why This Topic Is Important*. Retrieved from <https://www.kidsdata.org/topic/32/child-population/table#fmt=139&loc=364&tf=141&sortColumnId=0&sortType=asc>
- ⁶⁰ Rogers, L.T, Borsella, C.P. (2016). U.S. Census Bureau. Growth or Decline: Understanding How Populations Change. Retrieved from <https://www.census.gov/newsroom/blogs/random-samplings/2016/03/growth-or-decline-understanding-how-populations-change.html>
- ⁶¹ U.S. Census, American FactFinder, Demographic and Housing Estimates, 2021: ACS Five-Year Estimate Subject Tables, Table DP05. Retrieved from [https://data.census.gov/table?q=DP05&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=DP05&g=050XX00US06037$8600000)
- ⁶² United States Census Bureau. (2023). Growth in the Nation's Largest Counties Rebounds in 2022. Press Release Number CB23-52. Retrieved from <https://www.census.gov/newsroom/press-releases/2023/population-estimates-counties.html>
- ⁶³ Population estimates add births to, subtract deaths from, and add net migration to the April 1,2020 estimates base by the U.S. Census Bureau.
- ⁶⁴ Mather.M. (2019). America's Changing Population: What to Expect in the 2020 Census. Population Bulletin 74(1). Retrieved from: <https://www.prb.org/news/what-the-2020-u-s-census-will-tell-us-about-a-changing-america/#:~:text=The%20population%20identifying%20with%20two,between%20racial%20and%20ethnic%20group>
- ⁶⁵ U.S. Census, American FactFinder, Family Type by Presence And Age of Own Children Under 18 Years, 2021: ACS Five-Year Estimate Subject Tables, Table B11003. Retrieved from [https://data.census.gov/table?q=B11003&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B11003&g=050XX00US06037$8600000)
- ⁶⁶ Veroff, D. Informed Decision-Making. What you can learn about community from demographics. University of Wisconsin-Madison. Retrieved from <https://leadershipdevelopment.extension.wisc.edu/articles/what-you-can-learn-about-your-community-from-demographics/>
- ⁶⁷ U.S. Census, American FactFinder, Demographic and Housing Estimates, 2021: ACS Five-Year Estimate Subject Tables, Table DP05. Retrieved from [https://data.census.gov/table?q=DP05&g=0500000US06037\\$8600000](https://data.census.gov/table?q=DP05&g=0500000US06037$8600000)
- ⁶⁸ California Department of Finance. Demographic Research Unit. Report P-2D: Population Projections by Total Hispanic and Non-Hispanic Race, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). Sacramento: California. March 2021. Retrieved from: <https://dof.ca.gov/Forecasting/Demographics/Projections/>
- ⁶⁹ U.S. Census, American FactFinder, Demographic and Housing Estimates, 2021: ACS Five-Year Estimate Subject Tables, Table DP05. Retrieved from [https://data.census.gov/table?q=DP05&g=0500000US06037\\$8600000](https://data.census.gov/table?q=DP05&g=0500000US06037$8600000)
- ⁷⁰ Ibid.
- ⁷¹ U.S. Census, American FactFinder, Place of Birth For the Foreign-Born Population In The United States, 2021: ACS Five-Year Estimate Subject Tables, Table B05006. Retrieved from [https://data.census.gov/table?q=B05006&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B05006&g=050XX00US06037$8600000)
- ⁷² Ibid.

- ⁷³ Ritchie, H., & Roser, M. (2019). Age Structure. Our World in Data. Retrieved from <https://ourworldindata.org/age-structure>
- ⁷⁴ Child Population, by County. KidsData. Why This Topic is Important. Retrieved from <https://www.kidsdata.org/topic/32/child-population>
- ⁷⁵ Frey, W. H. (2021). The demographic case for investing in America's children. Brookings Institution. Retrieved from <https://www.brookings.edu/research/the-demographic-case-for-investing-in-americas-children>
- ⁷⁶ California Department of Finance. Demographic Research Unit. Report P-2B: Population Projections by Individual Year of Age, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). Sacramento: California. March 2021. Retrieved from: <https://dof.ca.gov/Forecasting/Demographics/Projections/>
- ⁷⁷ U.S Census, American FactFinder, Demographic and Housing Estimates, 2021: ACS Five-Year Estimate Subject Tables, Table DP05. Retrieved from [https://data.census.gov/table?q=DP05&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=DP05&g=050XX00US06037$8600000)
- ⁷⁸ U.S Census, American FactFinder, Demographic and Housing Estimates, 2021: ACS Five-Year Estimate Subject Tables, Table DP05. Retrieved from <https://data.census.gov/table?q=DP05&g=050XX00US06037,06059,06065,06071&tid=ACSDP5YSPT2021.DP05>
- ⁷⁹ U.S Census, American FactFinder, Demographic and Housing Estimates, 2021: ACS Five-Year Estimate Subject Tables, Table DP05. Retrieved from [https://data.census.gov/table?q=DP05&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=DP05&g=050XX00US06037$8600000)
- ⁸⁰ U.S. Census, American FactFinder, and Population Under 18 Years of Age, 2021: ACS Five-Year Estimate Subject Tables, Table B09001. Retrieved from [https://data.census.gov/table?q=B09001&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B09001&g=050XX00US06037$8600000)
- ⁸¹ Lewis, K., Gluskin, R. (2018). Two Futures: The Economic Case for Keeping Youth on Track. Measure of America. Social Science Research Council. Retrieved from https://www.childstats.gov/pdf/ac2021/ac_21.pdf
- ⁸² U.S. Bureau of Labor Statistics. Employment Projections. Education Pays. Retrieved from <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
- ⁸³ Earnings are based on full-time wages and salary workers, age 25 and over.
- ⁸⁴ Educational attainment data is based on population 25 years and over.
- ⁸⁵ U.S. Census, American FactFinder, Educational Attainment, 2021: ACS Five-Year Estimate Subject Tables, Table S1501. Retrieved from [https://data.census.gov/table?q=S1501&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=S1501&g=050XX00US06037$8600000)
- ⁸⁶ U.S. Census, American FactFinder, Educational Attainment, 2021: ACS Five-Year Estimate Subject Tables, Table S1501. Retrieved from [https://data.census.gov/table?q=S1501&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=S1501&g=050XX00US06037$8600000)
- ⁸⁷ 2023-24 data estimates on income-eligible children and population are based on the 2022-23 Service Area Matrix (SAM).
- ⁸⁸ Delegate Abbreviations: Bassett Unified School District (Bassett), Blind Children's Center (BCC), Children's Institute, Inc. (CII), El Monte City School District (El Monte), Foundation for Early Childhood Education, Inc. (Foundation), Garvey School District (Garvey), Mexican American Opportunity Foundation (MAOF), Mountain View School District (Mt. View), Norwalk-La Mirada Unified School District (Norwalk), Pacific Asian Consortium in Employment (PACE), Plaza de la Raza Child Development Services, Inc. (Plaza), Para los Niños (PLN), Pomona Unified School District (Pomona), St. Anne's Family Services (St. Anne's)
- ⁸⁹ LACOE calculated the projected percent of children in TK that would have been income eligible for Head Start by applying the percent of HS-eligible slots represented in the total population. As such, that projected number of children participating in TK was divided by the number of eligible children to calculate the projected number of children in TK that could have been served for in Head Start.
- ⁹⁰ Parents as Teachers (PAT): <https://parentsasteachers.org/who-we-are-index>
- ⁹¹ PAT Foundation I is implemented for pregnant women and children less than 36 months of age, including personal visits one through eight for each family; and PAT Foundation II is implemented for children ages 36-60 months, including personal visits one through eight for each family.
- ⁹² HB participant count includes EHS and HS.
- ⁹³ County of Los Angeles Homelessness Initiative. The Homeless Crisis. Retrieved from
- ⁹⁴ Kushel, M., Moore, T., et al. (2023). Toward a New Understanding: The California Statewide Study of People Experiencing Homelessness. UCSF Benioff Homelessness and Housing Initiative. Retrieved from <https://homelessness.ucsf.edu/our-impact/our-studies/california-statewide-study-people-experiencing-homelessness>
- ⁹⁵ Los Angeles Homeless Services Authority. June 29,2023. *LAHSA Releases Results of 2023 Greater Los Angeles Homeless Count*. Retrieved from <https://www.lahsa.org/news?article=927-lahsa-releases-results-of-2023-greater-los-angeles-homeless->

¹²¹ National Center for Education Statistics: Annual Report for Preprimary, Elementary and Secondary Education <https://nces.ed.gov/programs/coe/indicator/cgg>

¹²² US Department of Education: IDEA Section 618. Retrieved from <https://data.ed.gov/dataset/idea-section-618-data-products-static-tables-part-b-count-enviro-table2/resources>

¹²³ Ibid

¹²⁴ LAC Child Health and Disability Prevention Program 2020, Roots to Rise: Developmental Screening CHDP Provider Toolkit <http://publichealth.lacounty.gov/cms/docs/CHDP%20RTR%20eToolkit.pdf>

¹²⁵ Ibid.

¹²⁶ Data driven from LACOE PIR Enterprise reports. IEP are HS program children and IFSP are EHS, EHS-CCP and Expansion program children.

¹²⁷ A speech and language impairment encompasses communication disorders, including but not limited to stuttering, impaired articulation, language deficits, or voice-related issues. Autism is defined as a developmental disability with a significant impact on both verbal and nonverbal communication as well as social interaction, typically manifesting before the age of three. Retrieved from: IDEA: Sec. 300.8 (c) (11). Retrieved from <https://sites.ed.gov/idea/regs/b/a/300.8/c/11>

¹²⁸ Children reported to have a disability are children identified to have an IEP or an IFSP.

¹²⁹ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.

¹³⁰ The IEEEP project is funded by the California Department of Education (CDE) Early Education Division (EED) and Special Education Division (SED). The original IEEEP grant was an \$8.9 million grant from July 1, 2020, to December 31, 2023. In June 2023, CDE extended LACOE's award through December 31, 2024 with an additional 1.4 million, for a total of \$10.3 million.

¹³¹ <https://www.inclusiveece.org/>

¹³² If a family's total income is less than the poverty threshold, that family and every individual in it is considered in poverty. Poverty thresholds include income from sources such as earnings, unemployment compensation, public assistance, rents, and other types of outside assistance. The federal poverty thresholds do not vary by geographic location but are updated for inflation. Retrieved from <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>

¹³³ U.S. Department of Health and Human Services. Office of Disease Prevention and Health Promotion. Healthy People 2030. Poverty. Retrieved from <https://health.gov/healthypeople/priority-areas/social-determinants-health/literature-summaries/poverty>

¹³⁴ U.S. Department of Health and Human Services. Office of Disease Prevention and Health Promotion. Healthy People 2030. Poverty. Retrieved from <https://health.gov/healthypeople/priority-areas/social-determinants-health/literature-summaries/poverty>

¹³⁵ Ibid.

¹³⁶ Ibid.

¹³⁷ U.S. Census, American FactFinder, Poverty Status in the Past 12 Months, 2021: ACS Five-Year Estimate Subject Tables, Table S1701. Retrieved from [https://data.census.gov/table?q=S1701&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=S1701&g=050XX00US06037$8600000)

¹³⁸ Fass, S. (2009). *Measuring Poverty in the United States*. NCCP: National Center for Children in Poverty, Bank Street Graduate School of Education. Retrieved from <https://www.nccp.org/publication/measuring-poverty-in-the-united-states/>

¹³⁹ Ibid.

¹⁴⁰ Thomson, D., Ryberg, R., Harper, K., Fuller, J., Paschall, K., Franklin, J., & Guzman, L. (2022). Lessons from a Historic Decline in Child Poverty. Child Trends. Retrieved from <https://www.childtrends.org/publications/lessons-from-a-historic-decline-in-child-poverty>

¹⁴¹ Ibid.

¹⁴² Jordan, E., & Bredeson, M. (2022). Reducing child poverty for our youngest children requires that we consider their unique needs. Child Trends. Retrieved from <https://www.childtrends.org/publications/reducing-child-poverty-for-our-youngest-children-requires-that-we-consider-their-unique-needs>

¹⁴³ Joughin, C. (2019). Major Study Shows Poverty Directly Linked to Lack of School Readiness. First Five Years Fund. Retrieved from <https://www.ffyf.org/major-study-shows-poverty-directly-linked-to-lack-of-school-readiness/>

¹⁴⁴ Joughin, C. (2019). Major Study Shows Poverty Directly Linked to Lack of School Readiness. First Five Years Fund. Retrieved from <https://www.ffyf.org/major-study-shows-poverty-directly-linked-to-lack-of-school-readiness/>

- ¹⁴⁵ Roos, L. L., Wall-Wieler, E., & Lee, J. B. (2019). Poverty and early childhood outcomes. *Pediatrics*, 143(6). Retrieved from <https://publications.aap.org/pediatrics/article/143/6/e20183426/76812/Poverty-and-Early-Childhood-Outcomes?autologincheck=redirected>
- ¹⁴⁶ DeSmith, C. (2023). Poverty hurts children's brain development but social safety net may help. *Science & Technology. The Harvard Gazette*. Retrieved from <https://news.harvard.edu/gazette/story/2023/05/poverty-hurts-young-brains-but-social-safety-net-may-help/>
- ¹⁴⁷ Roos, L. L., Wall-Wieler, E., & Lee, J. B. (2019). Poverty and early childhood outcomes. *Pediatrics*, 143(6). Retrieved from <https://publications.aap.org/pediatrics/article/143/6/e20183426/76812/Poverty-and-Early-Childhood-Outcomes?autologincheck=redirected>
- ¹⁴⁸ In this study, *poor* is defined as having a household income 0-99% FPL; *non-poor* is defined as having a household income 200-399 FPL.
- ¹⁴⁹ Child and Adolescent Health Measurement Initiative. 2021 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Indicator 4.3: Received both preventive medical and dental care. Retrieved from <https://www.childhealthdata.org/browse/survey/results?q=9773&r=6&g=1043>
- ¹⁵⁰ U.S. Census, American FactFinder, Poverty Status in the Past 12 Months, 2021: ACS Five-Year Estimate Subject Tables, Table S1701. Retrieved from https://data.census.gov/table?q=S1701&g=040XX00US06_050XX00US06037_010XX00US&tid=ACSST5Y2021.S1701
- ¹⁵¹ U.S. Census, American FactFinder, Poverty Status in the Past 12 Months, 2021: ACS Five-Year Estimate Subject Tables, Table S1701. Retrieved from [https://data.census.gov/table?q=S1701&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=S1701&g=050XX00US06037$8600000)
- ¹⁵² California Work Opportunity and Responsibility to Kids (CalWORKs). Department of Social Services. Retrieved from <https://www.cdss.ca.gov/calworks#:~:text=If%20a%20family%20has%20little,food%20and%20other%20necessary%20expenses.>
- ¹⁵³ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23. There was no PIR report required in 2019-20 due to pandemic.
- ¹⁵⁴ Definition retrieved from <https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap>
- ¹⁵⁵ Haye, K., Miller, S., Livings, M. et al. (2020). *The Impact of COVID-19 on Food Insecurity in Los Angeles County: April to July 2020*. Public Exchange. USC Dornsife. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2021/02/USC_LAC_Food_Insecurity_Report_April-July_2020.pdf
- ¹⁵⁶ Center on Budget and Policy Priorities. February 2023. California CalFresh. Retrieved from https://www.cbpp.org/sites/default/files/atoms/files/snap_factsheet_california.pdf
- ¹⁵⁷ Ibid.
- ¹⁵⁸ Average monthly SNAP benefit based on Fiscal Year 2020 (pre-pandemic period).
- ¹⁵⁹ 2022-23 Program Information Report – Performance Indicator Report.
- ¹⁶⁰ At enrollment, families report on the public assistance received and this may not correspond to their eligibility determination (e.g. family could meet eligibility based on income instead of on the basis of receiving public assistance).
- ¹⁶¹ Department of Social Services. Supplemental Security Income/State Supplementary Payment (SSI/SSP). Retrieved from <https://www.cdss.ca.gov/inforesources/ssi-ssp#:~:text=Supplemental%20Security%20Income%2FState%20Supplementary,qualified%20blind%20or%20disabled%20children.>
- ¹⁶² Social Security Administration. Research, Statistics & Policy Analysis. SSI Recipients by State and County, 2022. Table 3. Retrieved from https://www.ssa.gov/policy/docs/statcomps/ssi_sc/index.html
- ¹⁶³ Ibid.
- ¹⁶⁴ 2022-23 Program Information Report – Performance Indicator Report.
- ¹⁶⁵ Department of Social Services. California Work Opportunity and Responsibility to Kids (CalWORKs). Retrieved from <https://www.cdss.ca.gov/calworks>
- ¹⁶⁶ 2022-23 Program Information Report – Performance Indicator Report.
- ¹⁶⁷ WIC is funded by the United States Department of Agriculture (USDA).
- ¹⁶⁸ Low income is defined as up to 185% of federal poverty level.
- ¹⁶⁹ WIC Data. LA County. Los Angeles County WIC Data. Leveraging data to better serve vulnerable populations. Retrieved from <https://lawicdata.org/about/>

¹⁷⁰ Ibid.

¹⁷¹ WIC Data. L.A. County. Data & Research by Topic. Demographics. Retrieved from <https://lawicdata.org/data-research/topics/demographics/>

¹⁷² 2022-23 Program Information Report – Performance Indicator Report.

¹⁷³ Includes the income of the householder and all individuals 15 years old and over in the household. Median income divides the income distribution into two equal parts: one-half of households falling below the median income and the other half above the median. Retrieved from <https://www.census.gov/quickfacts/fact/note/US/INC110221>

¹⁷⁴ U.S. Census, American FactFinder, and Median Household Income in the Past 12 Months (In 2021 Inflation-Adjusted Dollars), 2021: ACS Five-Year Estimate Subject Tables, Table B19013. Retrieved from [https://data.census.gov/table?q=B19013&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B19013&g=050XX00US06037$8600000)

¹⁷⁵ U.S. Census, American FactFinder, Selected Economic Characteristics, 2021: ACS Five-Year Estimate Subject Tables, Table DP03. Retrieved from [https://data.census.gov/table?q=DP03&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=DP03&g=050XX00US06037$8600000)

¹⁷⁶ BCC is assigned a zip code (90029) but in actuality serves children throughout Los Angeles County. As such, the unemployment rate of 10.1% was not included in the narrative as it may not be representative of the BCC's entire service area.

¹⁷⁷ California Housing Partnership. 2022. *Los Angeles County 2022: Affordable Housing Dashboard: A Countywide Snapshot*. Retrieved from <https://chpc.net/resources/los-angeles-county-annual-affordable-housing-outcomes-dashboard-2022/>

¹⁷⁸ U.S. Census, American FactFinder, Median Gross Rent (Dollars), 2021: ACS Five-Year Estimate Subject Tables, Table B2064. Retrieved from [https://data.census.gov/table?q=B2064&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B2064&g=050XX00US06037$8600000)

¹⁷⁹ Neighborhood Data for Social Change. Rent Burden. Retrieved from <https://la.myneighborhooddata.org/2021/06/rent-burden/>

¹⁸⁰ Ibid.

¹⁸¹ U.S. Census, American FactFinder, Gross Rent as A Percentage of Household Income in the Past 12 Months, 2021: ACS Five-Year Estimate Subject Tables, Table B25070. Retrieved from [https://data.census.gov/table?q=B25070&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B25070&g=050XX00US06037$8600000)

¹⁸² Department of Housing and Urban Development. Office of Policy Development and Research. Fair Market Rents. FY 2023 Fair Market Rent Documentation System. Retrieved from <https://www.huduser.gov/portal/datasets/fmr.html#year2023>

¹⁸³ Economic Policy Institute. Family Budget Map Fact Sheet. Family Budgets in Los Angeles County, CA. Retrieved from <https://www.epi.org/resources/budget/budget-factsheets/#/205>

¹⁸⁴ UPK Universal PreKindergarten. California's Great Start. Resources Landing Page. Slide Deck: Key information for implementers. Retrieved from <https://express.adobe.com/page/OZrg3IsP1GE8b/>

¹⁸⁵ Universal Prekindergarten FAQs. California Department of Education. Retrieved from <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>

¹⁸⁶ Leung-Gagne, M., Wang, V., Melnick, H., Mauerman, C. (2023). How are California School Districts Planning for Universal Prekindergarten? Results From a 2022 Survey. Learning Policy Institute. Retrieved from: <https://learningpolicyinstitute.org/product/california-universal-prekindergarten-2022-survey-report#:~:text=Universal%20Prekindergarten%20Delivery%20Models&text=A%20majority%20of%20LEAs%20report,Start%2C%20and%20expanded%20learning%20programs.>

¹⁸⁷ Ibid.

¹⁸⁸ California Department of Education. Universal Prekindergarten FAQs. Retrieved from <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#what-is-upk-and-how-is-it-related-to-universal-transitional-kindergarten-utk-updated-27-may-2022>

¹⁸⁹ Maricle, C. & Davies, T. (2021). *Transitional kindergarten for all would hurt early education providers*. EdSource. Retrieved from <https://edsources.org/2021/transitional-kindergarten-for-all-would-hurt-early-education-providers/656303>

¹⁹⁰ Kurutz-Ulloa, K. (2022). *Making the News: Universal Transitional Kindergarten: The Newest Plan Added to California's Rickety Early Care and Education Scaffold*. First 5 LA. Retrieved from <https://www.first5la.org/article/making-the-news-universal-transitional-kindergarten-the-newest-plank-added-to-californias-rickety-early-care-and-education-scaffold/>

¹⁹¹ Ibid.

¹⁹² Fernandes, D. Why California's Universal Transitional Kindergarten Plan Poses a Threat to Some Early Childhood Ed Providers. (2021). KQED. Retrieved from <https://www.kqed.org/news/11893791/why-californias-universal-transitional-kindergarten-plan-poses-a-threat-to-some-early-childhood-ed-providers>

¹⁹³ Kurutz-Ulloa, K. (2022). *Making the News: Universal Transitional Kindergarten: The Newest Plan Added to California's Rickety Early Care and Education Scaffold*. First 5 LA. Retrieved from <https://www.first5la.org/article/making-the-news-universal-transitional-kindergarten-the-newest-plank-added-to-californias-rickety-early-care-and-education-scaffold/>

¹⁹³ Sullivan, E.T. (2021). The Unintended Consequences of Universal Preschool. EdSurge. Early Learning. Retrieved from <https://www.edsurge.com/news/2021-05-10-the-unintended-consequences-of-universal-preschool>

¹⁹⁴ Capito, J., Kenyon, K.F., & Workman, S. (2022) Understanding the True Cost of Child Care in California: Building a cost model to inform policy change. Prenatal to Five Fiscal Strategies. Retrieved from https://www.prenatal5fiscal.org/files/ugd/8fd549_748c33ac7a8d4dfcb72eb5dc904d47c0.pdf

¹⁹⁵ Cost estimation models are based on assumptions characteristic of high-quality child care programs such as: adequate compensation (e.g. living wages and salaries, benefits), professional development supports (e.g. training and planning time), and age-appropriate ratios and group sizes.

¹⁹⁶ U.S. Department of Health & Human Services. Provider Cost of Quality Calculator. Dashboard. Retrieved from: <https://pcqc.acf.hhs.gov/dashboard>

¹⁹⁷ Sullivan, E.T. (2021). The Unintended Consequences of Universal Preschool. EdSurge. Early Learning. Retrieved from <https://www.edsurge.com/news/2021-05-10-the-unintended-consequences-of-universal-preschool>

¹⁹⁸ Powell, A., Montoya, E., Austin, L.J.E., & Kim, Y., (2022). Double or Nothing? Potential TK Wages for California's Early Educators. Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://csce.berkeley.edu/publications/data-snapshot/double-or-nothing-potential-tk-wages-for-californias-early-educators/>

¹⁹⁹ Leung-Gagne, M. & Melnick, H. (2023). Assessing the phase-in of California's ambitious universal prekindergarten program. EdSource. Retrieved from <https://edsources.org/2023/assessing-the-phase-in-of-californias-ambitious-universal-prekindergarten-program/692110>

²⁰⁰ National Head Start Association. February 2023. An Update on Head Start's Ongoing Workforce Crisis. Retrieved from: <https://nhsa.org/wp-content/uploads/2023/03/2023.02-Workforce-Brief.pdf>

²⁰¹ Ibid.

²⁰² Ibid.

²⁰³ National Head Start Association. February 2023. An Update on Head Start's Ongoing Workforce Crisis. Retrieved from: <https://nhsa.org/wp-content/uploads/2023/03/2023.02-Workforce-Brief.pdf>

²⁰⁴ U.S. Bureau of Labor Statistics. Occupational Outlook Handbook. Kindergarten and Elementary School Teachers. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm#:~:text=more%20than%20%2499%2C420.,The%20median%20annual%20wage%20for%20kindergarten%20teachers%2C%20except%20special%20education,percent%20earned%20more%20than%20%2498%2C440.>

²⁰⁵ National Head Start Association. February 2023. An Update on Head Start's Ongoing Workforce Crisis. Retrieved from: <https://nhsa.org/wp-content/uploads/2023/03/2023.02-Workforce-Brief.pdf>

²⁰⁶ 2022-23 Program Information Report – Performance Indicator Report.

²⁰⁷ Salary does not account for the number of hours in their workday.

²⁰⁸ Melnick, H., Garcia, E., and Leung-Gagne, M. (2022). Building a Well-Qualified Transitional Kindergarten Workforce in California. Needs and Opportunities. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/ca-transitional-kindergarten-workforce-report>

²⁰⁹ Ibid.

²¹⁰ Powell, A., Montoya, E., Austin, L.J.E., & Kim, Y., (2022). Double or Nothing? Potential TK Wages for California's Early Educators. Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://csce.berkeley.edu/publications/data-snapshot/double-or-nothing-potential-tk-wages-for-californias-early-educators/>

²¹¹ Markowitz, A.J. (2019). Working Paper: Within-Year Teacher Turnover in Head Start and Children's School Readiness. EdPolicyWorks. University of Virginia. Retrieved from <https://education.virginia.edu/documents/epwworkingpaper-70teacherturnoverinheadstart2019-05pdf>

²¹² Ibid.

- ²¹³ 2022-23 Program Information Report – Performance Indicator Report.
- ²¹⁴ Melnick, H., Garcia, E., and Leung-Gagne, M. (2022). Building a Well-Qualified Transitional Kindergarten Workforce in California. Needs and Opportunities. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/ca-transitional-kindergarten-workforce-report>
- ²¹⁵ Ibid.
- ²¹⁶ California State Budget 2022-23. Retrieved from <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>
- ²¹⁷ Early Edge California. 2022-23 California State Budget Summary: Early Learning and Care. Retrieved from https://earlyedgecalifornia.org/wp-content/uploads/2022/06/2022-23-California-State-Budget-Summary_Early-Learning-and-Care.pdf
- ²¹⁸ 2023-24 Governor’s Education Budget Overview. Retrieved from <https://www.cde.ca.gov/fg/fr/eb/documents/govsedbudgetoverview2324.pdf>
- ²¹⁹ The Commission on Teacher Credentialing is currently processing applications for the Emergency Specialist Teaching Permit in Early Childhood Education (CL-909).
- ²²⁰ California Commission on Teacher Credentialing. Credential Information Alert. August 24, 2022. Retrieved from: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-10.pdf?sfvrsn=141a27b1_16
- ²²¹ Early Edge California. 2022-23 California State Budget Summary: Early Learning and Care. Retrieved from https://earlyedgecalifornia.org/wp-content/uploads/2022/06/2022-23-California-State-Budget-Summary_Early-Learning-and-Care.pdf
- ²²² Powell, A., Kim, Y., & Montoya, E. (2021). Demographics of the California ECE Workforce. Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://escholarship.org/uc/item/24h1s2r2>
- ²²³ 67% of family child care providers in Los Angeles (and 64% of center-teaching staff) identified as Black, Latina, or Multiethnic.
- ²²⁴ Ibid.
- ²²⁵ UNITE-LA (2021). The Economic Benefits of a Professional Early Care and Education Workforce in Los Angeles County. Retrieved from https://www.unitela.com/ece_workforce_benefits
- ²²⁶ *Child care workers* includes: child care center workers, family child care providers, and nannies. An example of child care workers includes educators in preschool and infant/toddler settings. Retrieved from <https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm#tab-2>
- ²²⁷ Employment Development Department. State of California. *Employment by Industry Data*. Retrieved from <https://www.labormarketinfo.edd.ca.gov/data/employment-by-industry.html>
- ²²⁸ Staff FTEs and Vacant FTEs are reported with decimals and totals calculations may not add up due to rounding. Vacancies reflect key personnel, classroom, and health positions. Vacant FTEs reflect total number of vacancies at HS & EHS.
- ²²⁹ Data Analysis for Continuous Quality Improvement (DACQI) Dashboard. HSEL Fiscal Report. Data reflects vacancies as of May 31, 2023.
- ²³⁰ Programs may accept a valid Multiple Subject Teaching Credential in lieu of a California Child Development Teacher Permit.
- ²³¹ Child Development Teacher Permits can be renewed for successive five-year periods upon completion of 105 hours of professional growth. Similarly, the Child Development Associate Teacher Permit is renewable once for a total of two five-year issuances upon completion of at least 15 semester units. For instance, of the 1,608 new teacher permits awarded in 2016-17, about 91% (1,466) were renewed in 2021-22.
- ²³² California Commission on Teacher Credentialing. *Other Educator Supply: Child Development Permits*. Retrieved from <https://www.ctc.ca.gov/commission/reports/data/edu-supl-child-dev>
- ²³³ CDC: National Center for Health Statistics, Births: Provisional Data for 2022. Report No. 28. June 2023. Retrieved from <https://stacks.cdc.gov/view/cdc/127052>
- ²³⁴ Sforza, Lauren. The Hill. *US birthrate is still flat compared to pre pandemic levels: CDC*. June 1, 2023.
- ²³⁵ CDC: National Center for Health Statistics, Births in the United States, 2022. Retrieved from www.cdc.gov/nchs/products/databriefs/db477/htm?s_cid=qr2022
- ²³⁶ Kids Data- Births. As cited on kidsdata.org, California Dept. of Public Health, Birth Statistical Master Files & California Vital Data (Cal-ViDa) Query Tool; California Dept. of Finance, Population Estimates and Projections; CDC

WONDER Online Database, Natality Public-Use Data (Feb. 2022). Retrieved from <https://www.kidsdata.org/topic/610/births/trend#fmt=1195&loc=364,2&tf=13,141>

²³⁷ Centers for Disease Control and Prevention, National Center for Health Statistics. National Vital Statistics System, Natality on CDC WONDER Online Database. Data are from the Natality Records 2016-2021, as compiled from data provided by the 57 vital statistics jurisdictions through the Vital Statistics Cooperative Program. Retrieved from <http://wonder.cdc.gov/natality-expanded-current.html>

²³⁸ Kids Data- Births. As cited on kidsdata.org, California Dept. of Public Health, Birth Statistical Master Files & California Vital Data (Cal-ViDa) Query Tool; California Dept. of Finance, Population Estimates and Projections; CDC WONDER Online Database, Natality Public-Use Data (Feb. 2022). Retrieved from <https://www.kidsdata.org/topic/610/births/trend#fmt=1195&loc=364,2,367,366,363,365&tf=13,141>

²³⁹ Centers for Disease Control and Prevention. Children's Mental Health. Data and Statistics on Children's Mental Health. Retrieved from <https://www.cdc.gov/childrensmentalhealth/data.html>.

²⁴⁰ Ibid.

²⁴¹ Ibid.

²⁴² Centers for Disease Control and Prevention. Children's Mental Health. Mental health of children and parents—a strong connection. Retrieved from: <https://www.cdc.gov/childrensmentalhealth/features/mental-health-children-and-parents.html#:~:text=A%20child's%20mental%20health%20is%20supported%20by%20their%20parents&text=A%20child's%20healthy%20development%20depends,leading%20healthy%20and%20successful%20lives.>

²⁴³ Wolicki, S.B., Bitsko, R.H., Cree, R.A. et al. Mental Health of Parents and Primary Caregivers by Sex and Associated Child Health Indicators. *ADV RES SCI* 2, 125–139 (2021). Retrieved from <https://link.springer.com/article/10.1007/s42844-021-00037-7>

²⁴⁴ Department of Public Health. 2018 LA County Health Survey. Retrieved from http://publichealth.lacounty.gov/ha/docs/2018LACHS/MDT/Child/M7_RespondentPerceptionRisk/M7_RespondentMentalHealth_PHQ.xlsx

²⁴⁵ Child and Adolescent Health Measurement Initiative. 2021 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Retrieved from <https://www.childhealthdata.org>

²⁴⁶ The Education Trust-West. *California Parent Poll: COVID-19 and Early Childhood*. Study conducted February 1-16, 2021. Retrieved from: <https://west.edtrust.org/california-parent-poll-covid-19-and-early-childhood-2021/>

²⁴⁷ CDC: Childhood Lead Poisoning Prevention- Lead Poisoning Prevention. September 2, 2022. Retrieved from <https://www.cdc.gov/nceh/lead/prevention/default.htm#print>

²⁴⁸ CDC: Childhood Lead Poisoning Prevention- Blood Lead Levels in Children. December 2, 2022. Retrieved from <https://www.cdc.gov/nceh/lead/prevention/blood-lead-levels.htm#print>

²⁴⁹ CDC: Childhood Lead Poisoning Prevention- All Children Can Be Exposed to Lead. January 12, 2023. Retrieved from <https://www.cdc.gov/nceh/lead/docs/all-children-can-be-exposed-to-lead.html#print>

²⁵⁰ CDC: Childhood Lead Poisoning Prevention- California. April 12, 2023. Retrieved from <https://www.cdc.gov/nceh/lead/programs/ca.htm#print>

²⁵¹ CDC: Childhood Lead Poisoning Prevention- Los Angeles County. April 12, 2023. Retrieved from <https://www.cdc.gov/nceh/lead/programs/losangeles.htm#print>

²⁵² Los Angeles County developed community partnerships with Economic Survival, Inquilinos Unidos, Koreantown Immigration Workers Alliance and ALtaMed. Retrieved from <https://www.cdc.gov/nceh/lead/programs/losangeles.htm#print>

²⁵³ CDC: Childhood Lead Poisoning Prevention- Los Angeles County. April 12, 2023. Retrieved from <https://www.cdc.gov/nceh/lead/programs/losangeles.htm#print>

²⁵⁴ Ibid.

²⁵⁵ Data populated from PIR Summary reports for each program year. Results show children with blood level tests with elevated lead levels >5 g/dL. For PY 2018-19 there was no Expansion program data, only EHS-CCP. Due to COVID-19 Pandemic, PIR data for 2019-20 is not available.

²⁵⁶ Information provided by the Health LACOE team populated from ChildPlus.

²⁵⁷ The Los Angeles County Department of Public Health provides follow-ups, treatment plan, medical provider and basic counseling on lead exposure.

²⁵⁸ CDC: Oral Health Fast Facts. January 2021. Retrieved from <https://www.cdc.gov/oralhealth/fast-facts/index.html>

²⁵⁹ Ibid.

²⁶⁰ Los Angeles County Department of Public Health, Oral Health Program. Los Angeles County Dental Deserts- Opportunities to Improve Access. May 2021. Retrieved from <http://publichealth.lacounty.gov/ohp/docs/LAC%20Dental%20Deserts%20One%20Pager%202021.pdf>

²⁶¹ Ibid.

²⁶² LA County Department of Public Health. Oral Health Program. Chartbook; The Oral Health of Los Angeles County's Residents. Retrieved from <http://publichealth.lacounty.gov/ohp/docs/LA%20OH%20Data%20Chartbook%20Website%202021.pdf>

²⁶³ Data populated from PIR Enterprise reports for each program year. For PY 2018-19 there was no Expansion program data, only EHS-CCP. 2019-20 PIR data is not available due to COVID-19 Pandemic year.

²⁶⁴ Only Head Start data is available. Data populated from PIR Enterprise reports for each program year. For PY 2018-19 there was no Expansion program data, only EHS-CCP. 2019-20 PIR data is not available due to COVID-19 Pandemic year.

²⁶⁵ Key, J. (2020). USC Dornsife College of Letters, Arts and Sciences. *Food insecurity expands below low-income Angelenos, striking 1 in 4 in Los Angeles County households during first months of pandemic*. Retrieved from <https://dornsife.usc.edu/news/stories/3316/public-exchange-covid-19-food-insecurity-los-angeles-county/>

²⁶⁶ U.S. Department of Agriculture. Food Security in the United States. Measurement. Retrieved from <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/measurement.aspx>

²⁶⁷ De la Haye, K., Livings M., Bruine de Bruin, W., et al. (2023). Food Insecurity in Los Angeles County, December 2022. Research Brief. USC Dornsife Public Exchange. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2023/02/USC-Food-Insecurity-in-LA-County_ResearchBrief_Feb2023.pdf

²⁶⁸ Ibid.

²⁶⁹ Ibid.

²⁷⁰ Low Income households defined as <300% of FPL.

²⁷¹ De la Haye, K., Livings M., Bruine de Bruin, W., et al. (2023). Food Insecurity in Los Angeles County, December 2022. Research Brief. USC Dornsife Public Exchange. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2023/02/USC-Food-Insecurity-in-LA-County_ResearchBrief_Feb2023.pdf

²⁷² Ibid.

²⁷³ De la Haye, K., Livings M., Bruine de Bruin, W., et al. (2023). Food Insecurity in Los Angeles County, December 2022. Research Brief. USC Dornsife Public Exchange. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2023/02/USC-Food-Insecurity-in-LA-County_ResearchBrief_Feb2023.pdf

²⁷⁴ Saucedo, M. (2023). End of Pandemic Food Assistance Could Push Millions over the Hunger Cliff. California Budget & Policy Center. Retrieved from <https://calbudgetcenter.org/resources/end-of-pandemic-food-assistance-could-push-millions-over-the-hunger-cliff/>

²⁷⁵ U.S. Department of Agriculture. Economic Research Service. Food Access Research Atlas. Low Income and Low Access Layers, 2019. Retrieved from <https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/>

²⁷⁶ Report to Congress on Head Start Eligibility. (2022). Department of Health and Human Services. Retrieved from <https://www.acf.hhs.gov/sites/default/files/documents/ohs/report-to-congress-hs-eligibility-2022.pdf>

²⁷⁷ Los Angeles County Department of Public Health. Community Oral Health Improvement Plan. 2019-2023. Retrieved from http://publichealth.lacounty.gov/ohp/docs/LACDPH_COHIP.pdf



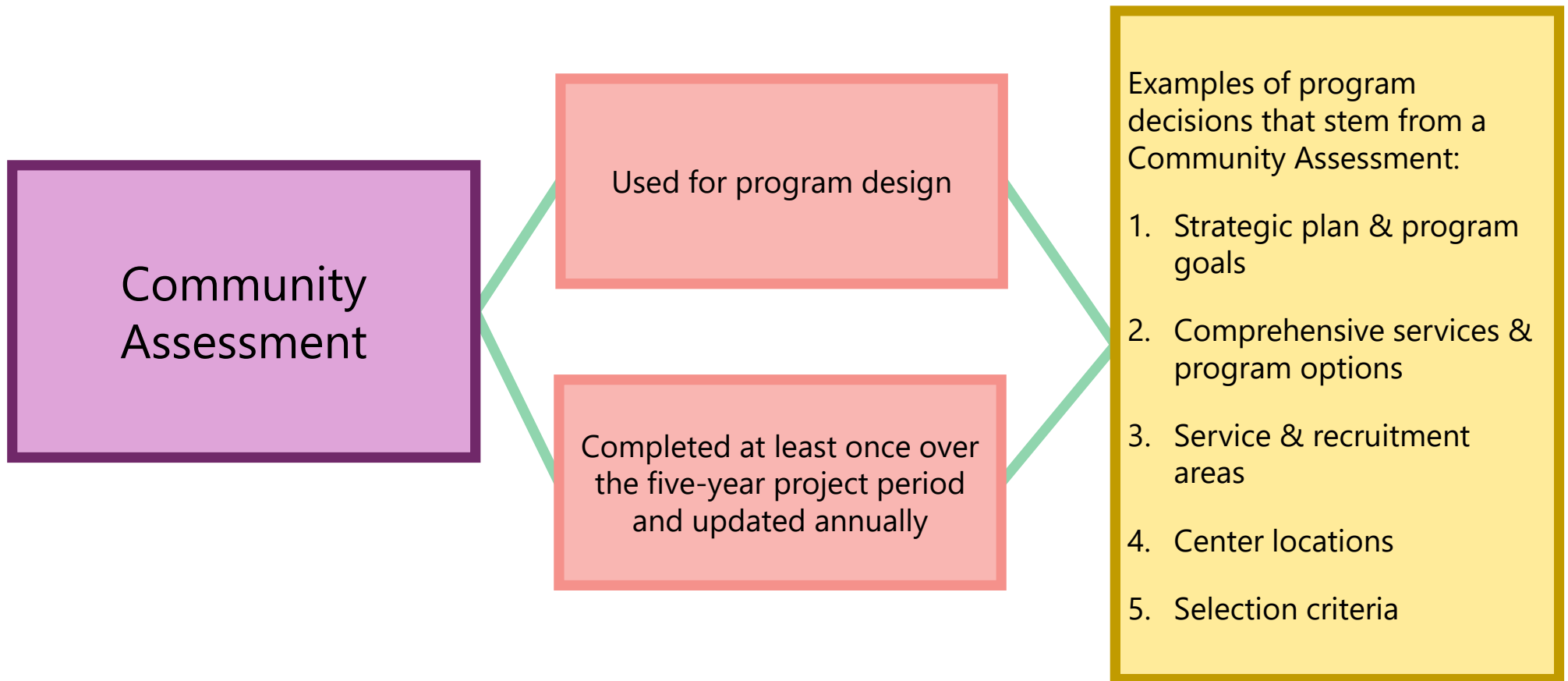
Comprehensive Community Assessment

Head Start and Early Learning Division
Program Year 2023-24

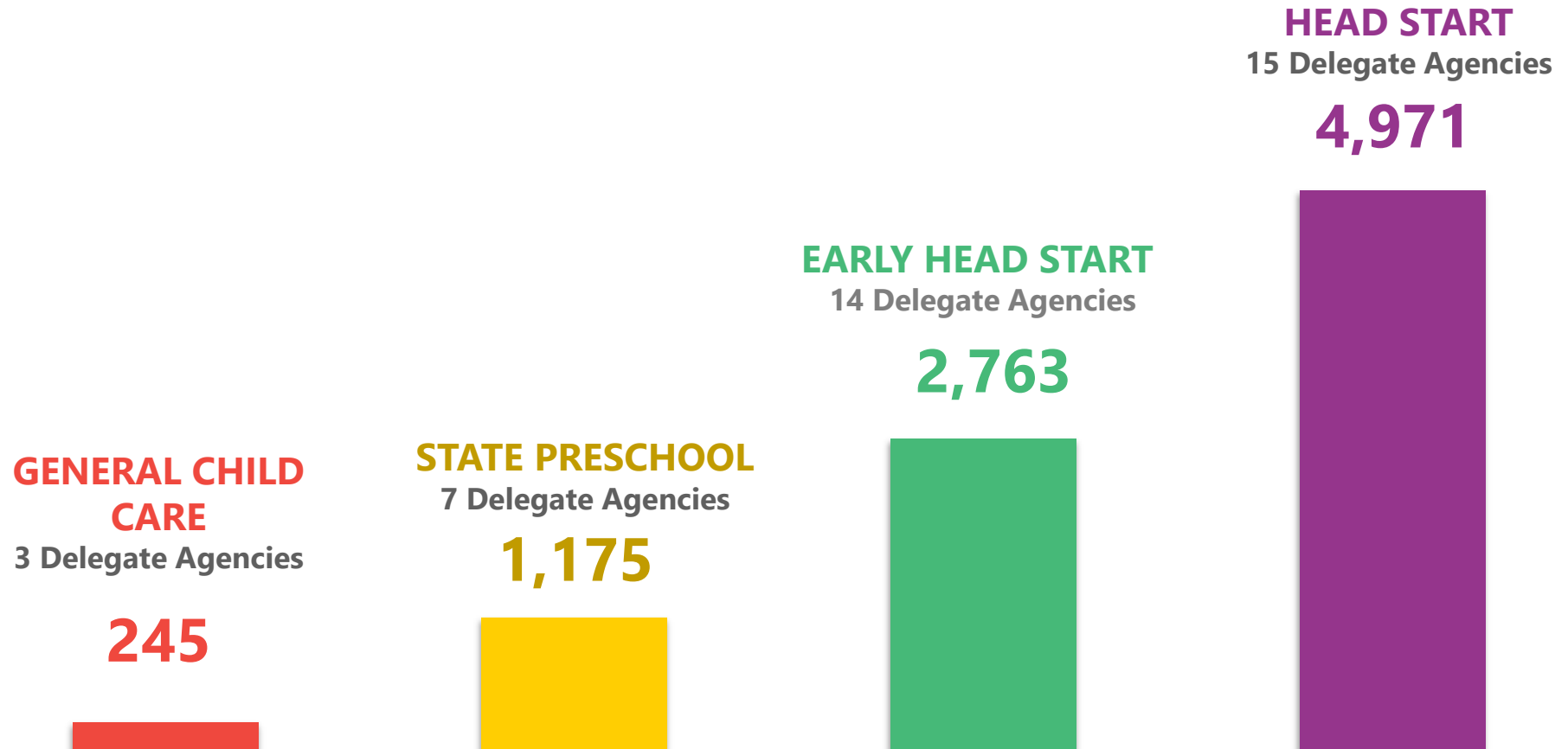


Los Angeles County
Office of Education

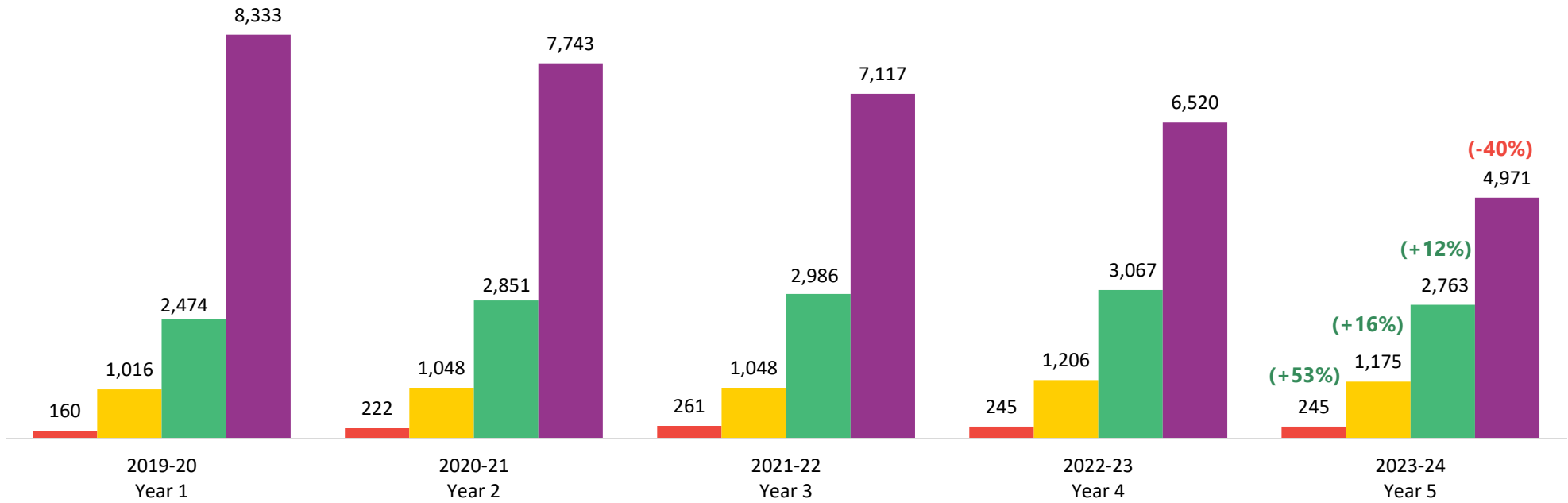
Purpose of a Community Assessment



LACOE Funded for 9,154 Slots



Trends for Project Period



■ General Child Care (CCTR)
 ■ State Preschool (CSPP)
 ■ Early Head Start (EHS) & EHS-CCP X
 ■ Head Start (HS)



Program Eligibility: Federal & State

Income Eligibility for a Family of 4

Head Start and Early Head Start		General Child Care (CCTR)	State Preschool (CSPP)
100% FPL	130% FPL	85% SMI	100% SMI
\$30,000	\$39,000	\$96,300	\$113,292

FPL=Federal Poverty Level, SMI=State Median Income



Factors to Consider in Program Planning

01

CONTINUED TEACHER SHORTAGES

02

CONTINUED IMPACT OF UNIVERSAL PREKINDERGARTEN

03

CONTINUED ENROLLMENT CHALLENGES

04

CHANGING NEEDS OF CHILDREN AND FAMILIES



Continued Staff Shortages

FINDINGS & IMPLICATIONS

- Nationwide, turnover for ECE teachers is double K-12 teachers.
- Low compensation accounted for 65% of vacancies in Head Start and Early Head Start programs nationwide.
- LACOE had 489 staff vacancies (23%) across EHS and HS programs at the end of PY 2022-23.

LACOE'S NEXT STEPS

- Continue implementing the Universal Pre-Kindergarten Career Development Initiative (UPK-CDI).
 - 75 HS/EHS parents in the Assistant Teacher Pathway to date
 - 41 parents already completed
 - 21 parents hired to date
 - Collaboration with West LA College, UCLA, and Teachstone CDA through Waldorf University.



Continued Impact of Universal PreKindergarten

FINDINGS & IMPLICATIONS

- UPK implementation has impacted enrollment, staffing shortages, and classroom closures for LACOE programs.
- Serving primarily infants and toddlers will mean serving fewer children overall, given the higher operating costs to run programs for this population.

LACOE'S NEXT STEPS

- Continue transition to serving younger population in EHS programs.
- Continue to build understanding about how programs can be blended/braided in a mixed-delivery system to support the needs of children and families.



Continued Enrollment Challenges

FINDINGS & IMPLICATIONS

- In 2022-23, enrollment was based on the following eligibility criteria:
 - 32% income below 100% FPL
 - 24% children in foster care or experiencing homelessness
 - 19% over 100% FPL, but in need of care
 - 25% receiving public assistance
- LA County birth rates show a consistent decline over the past decade.
- Children under five account for 5.8% of LA County population.



LACOE'S NEXT STEPS

- Strengthen efforts to attract categorically eligible children and families (e.g., experiencing homelessness and SNAP recipients) by continuing to identify and remove any barriers to access.
- Influence policy changes that address income eligibility restrictions.



Changing Needs of Children and Families

FINDINGS & IMPLICATIONS

- The number of children with autism has more than tripled over the project period.
- There was a 9% increase in children with speech and language impairment over the last three years.
- 36% of families in LACOE's service area are single-headed households (compared to 28% statewide and 33% for LA County).

LACOE'S NEXT STEPS

- Focus efforts and leverage partnerships to increase training and support to build the capacity of ECE staff that support children with disabilities.
- Assess how current program structures (e.g., days and times of operation) best meet the needs of the different populations served.



Strategic Plan Preview 2024–2029



Head Start & Early Learning

STRATEGIC PLANNING

OUR EXECUTIVE DIRECTOR'S
NEW VISION STATEMENT

Cultivating
Relationships
to foster
communities
of excellence

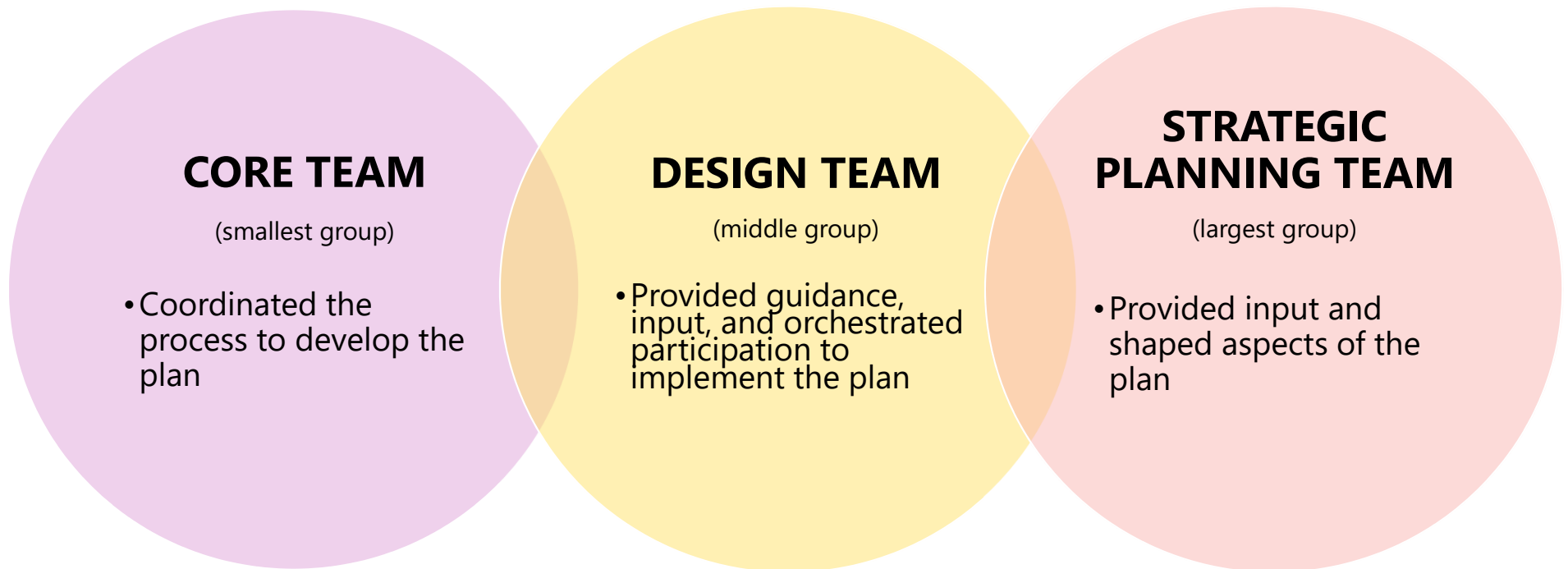


artwork:
Michael Jagocki



Who Was Involved

Three interrelated stakeholder teams shaped and refined the strategic plan.

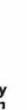


Strategic Planning Process

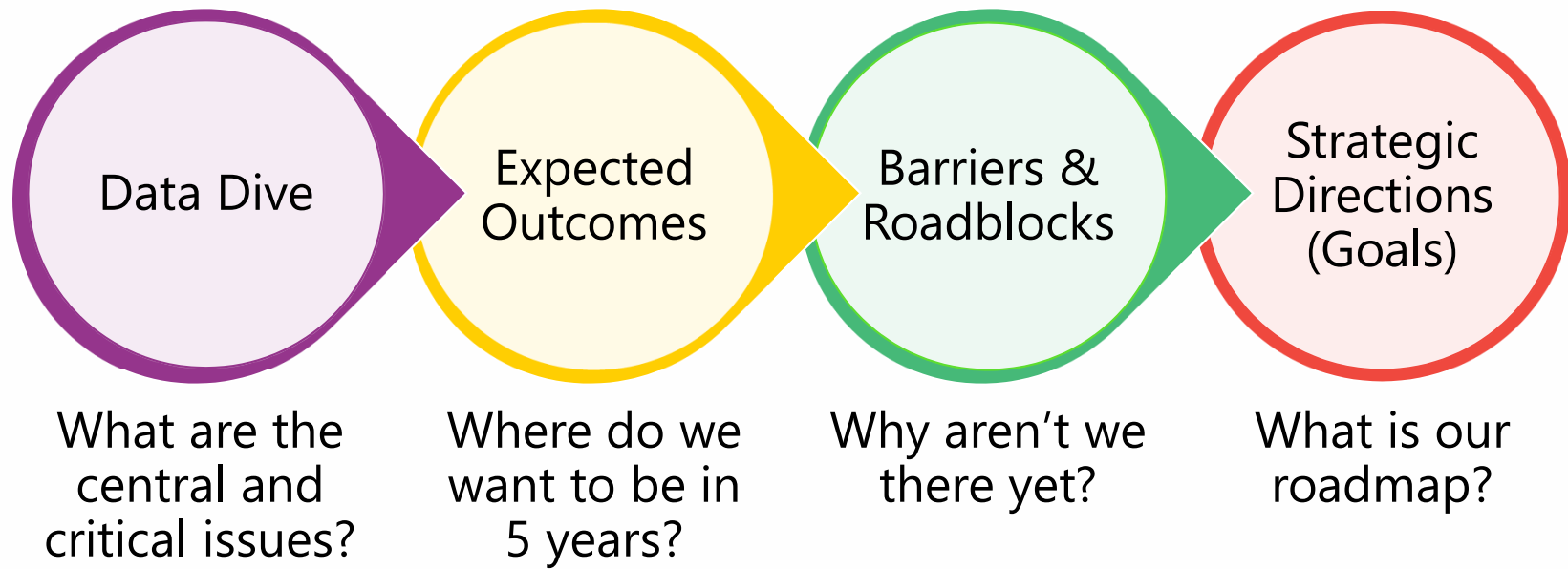


**Focus
Question**

Over the next five years, how will LACOE HSEL and its delegate agencies improve children's outcomes, champion individual and collective care and wellbeing, strengthen community with children at the center, communicate effectively, and model organizational excellence and innovation?



Strategic Planning Process



HSEL executive director's vision:

Cultivating relationships to foster communities of excellence



Expected Outcomes (Visionary Anchors)

Strengthened community with children and families through a **human-centered approach**

Integrated **operational efficiencies** in systems and work processes

Attracted, built, and retained a **highly qualified and engaged workforce**

Developed **innovative approaches** to support unique populations

Provided safe, rich, nurturing, and **culturally responsive learning environments**

Transformed a belief system & structure **that embraces and values ECE**



Program Goals for 2024-29

- 1 Every community has **thriving partnerships** that leverage resources to support families and their children to achieve success throughout school and life.
- 2 Implement an **all-inclusive approach** that eradicates duplication, fosters collaborative communication, and propels our continuous evolution as trailblazers in the field.
- 3 Promote ECE as an **attractive career path** where staff are valued, compensated equitably, and supported to achieve mastery of their profession.
- 4 Embrace and create 21st-century **learning environments** that prepare children and families to navigate the modern world.
- 5 Redefine the educational system as a **learning continuum** that starts at birth and confers lifelong benefits.



Thank you.

Board Meeting – November 14, 2023

Item VII. Recommendations

C. Approval of Adjustment of Superintendent’s Salary Schedule

On May 15, 2023, the County Superintendent of Schools successfully completed her seventh year of service to LACOE.

The Superintendent is compensated in accordance with the Superintendent’s Salary Schedule.

BP 4251 – Personnel requires: *The Board of Education shall fix the compensation of the County Superintendent. When the County Superintendent gives a cost of living adjustment to management, confidential, and/or other Superintendent-represented employee groups, a recommendation item shall be placed on the County Board agenda for Board action to give the County Superintendent the same cost of living adjustment as that being given to management.*

The Office has agreed to a cost of living/salary enhancement for management, confidential, and other Superintendent-represented employee groups requiring a recommendation be brought to the County Board to adjust the Superintendent’s Salary Schedule in accordance.

Staff recommends that the County Board of Education consider adjusting the Superintendent’s Salary to add 3.1% effective and retroactive to July 1, 2023 and a one-time off-schedule lump sum payment of 0.5% based on the revised 2023-24 salary for the 2023-24 fiscal year effective July 1, 2023. If approved, the Superintendent’s new salary will be as follows:

Effective July 1, 2023

\$386,874

\$398,586

Board Meeting – November 14, 2023

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – November 14, 2023

Item VIII. Informational Items

- B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, and Follow up.

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
November 14, 2023 - June 30, 2024**

2:00 Board Meeting

Rpt: Quarterly Budget Report – 1st Quarter

Rpt: Juvenile Court Schools Update

Rpt: Williams Legislation 2023 Annual Report on Findings for the 2022-23 School Visits and Monitoring (Enclosure)

Consent Rec: Acceptance of Project Funds No. 55

Consent Rec: Acceptance of Project Funds No. 56

Consent Rec: Acceptance of Gifts No. 5

Consent Rec: Adoption of Board Resolution No. 20: National Special Education Day, December 2, 2023

Consent Rec: Adoption of Board Resolution No. 21: International Migrants Day, December 18, 2023

Rec: Approval of First Reading on Board Policy (BP), Administrative Regulation (AR), and Exhibit (E) 1113 (Websites), BP/E 3555 (Nutrition Program Compliance), BP 5131.9 (Academic Honesty), BP 5141.5 (Mental Health), BP 5145.6 (Parental Notifications), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students), BP 6154 (Homework/Makeup Work), BP/AR 6159.2 (Nonpublic, Nonsectarian School and Agency Services for Special Education), BP 6162.5 (Student Assessment), BP 6173.4 (Education for American Indian Studies), BP/AR/E 1312.3 (Uniform Complaint Procedures) and BP/AR 0410 Nondiscrimination in LACOE Programs and Activities (Enclosure)

Rec: Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report (Enclosure)

Rec: Approval of Adjustment of Superintendent's Salary Schedule

Interdistrict Attendance Appeals

1. Scott H. v. Los Angeles USD (Spanish Interpreter)

~~2. James M.H. v. Los Angeles USD (Spanish Interpreter)~~

~~3. Abdiel E. v. Inglewood USD (Spanish Interpreter)~~

~~4. Natanael C.H. v. Inglewood USD~~

5. Alexander N. v. Los Angeles USD

6. Andrea C. v. Los Angeles USD

~~7. Shawn D.P. v. Los Angeles USD~~

~~8. Nathan G. v. Long Beach USD~~

9. Alayha C. v. Los Angeles USD

10. Isabella T. v. Covina Valley USD

11. London B. L. v. El Segundo USD

12. Benjamin R. v. Wiseburn USD

13. Emma R. v. Wiseburn USD

14. Scarlett A. v. Wiseburn USD

15. Riko Y. v. Azusa USD

16. Jayden C. v. Azusa USD

~~17. Amir L. v. Compton USD~~

~~18. Clinton W. v. Compton USD~~

~~19. Camilla W. v. Compton USD~~

~~20. Cassius W. v. Compton USD~~

~~21. Cassia W. v. Compton USD~~

22. Mason C. v. Compton USD

~~23. Marilyn G. v. Compton USD~~

~~24. Amber G. v. Compton USD~~

~~25. Dontae J. v. Inglewood USD~~

~~26. Kaloni J. v. Inglewood USD~~

~~27. Sabrina R. v. Inglewood USD~~

28. Adneli M. v. ABCUSD

29. Brielle U. v. El Monte City SD

30. Maria N. E. v. El Monte City SD

31. Adriel M. v. Culver City USD

Expulsion Appeal

Case No. 2324-0001 v. Palmdale SD *

**Veteran's Day – Friday, November 10, 2023

**In lieu of Admission Day, November 22, 2023

**Thanksgiving Day – Thursday, November 23, 2023

**The Day After Thanksgiving – Friday, November 24, 2023

11/14/23

DECEMBER 5**2023**

2:30 p.m. Study Session: LACOE Community Schools Regional Transformational/Technical Assistance Center (R-TAC) Support for Countywide Expansion
 3:00 Board Meeting

~~**Rpt:** School Plan for Student Achievement (Title I) for Educational Programs Schools 2023-24~~

Rpt: Update on the Business Enhancement System Transformation (BEST) Project

Rpt: Artificial Intelligence in K-12 Education

Rec: Approval of Second Reading and Adoption of Policies

~~**Rec:** Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2023-24~~

Interdistrict Attendance Appeals

1. German R. v. Los Angeles USD (Spanish Interpreter)
2. Kevin S. v. Los Angeles USD (Spanish Interpreter)
3. Carlos V. M. v. Los Angeles USD (Spanish Interpreter)
4. Heily S. V. v. Los Angeles USD
5. Calvin O. v. Los Angeles USD
6. Carmen R. v. Los Angeles USD
7. Elaina T. S. v. Los Angeles USD
8. Mateo C. v. Los Angeles USD
9. Kieran H. v. Los Angeles USD
10. Taisei T. v. Los Angeles USD
11. Brianne M. v. Los Angeles USD
12. Melani G. F. B. v. Los Angeles USD
13. Bridgette C. v. Los Angeles USD
14. Allison G. v. Los Angeles USD
15. Rylan B. v. Los Angeles USD
16. Franchesca M. v. Los Angeles USD
17. Nathan G. v. Long Beach USD
18. Giovanni M. v. Long Beach USD
19. Daniel J. H. v. Long Beach USD
20. Sterling E. v. Azusa USD
21. Luca O. v. ABCUSD
22. Noah O. v. ABCUSD
23. Jacob M. v. ABCUSD
24. Azazel N. v. ABCUSD
25. Jayden L. v. Rosemead SD
26. Ruben L. v. Rosemead SD
27. Donovan H. v. Culver City USD
28. ~~Elijah M. v. Whittier Union HSD~~
29. ~~Greyson C. v. Inglewood USD~~
30. Elijah S. v. Lancaster USD

**In Lieu of Christmas Eve – Friday, December 22, 2023

**Christmas Holiday – Monday, December 25, 2023

**In Lieu of New Year's Eve – Friday, December 29, 2023

DECEMBER 12**2023**

2:30 Board Audit Committee Meeting

3:00 Board Meeting

Rpt: First Interim Financial Report 2023-24 (Enclosure)

Rec: Annual Financial Report (AFR) for the Fiscal Year ended June 30, 2023 (Enclosure)

Rec: Approval of First Interim Financial Report 2023-24 With Attached Staff Report (Enclosure)

DECEMBER 19

2:30 p.m. Study Session: Head Start Policy Council

3:00 Board Meeting

Rpt: Update on Juvenile Court Schools

Rpt: Head Start and Early Learning Division 2023-24 State Programs Continued Funding Application

Consent Rec: Adoption of Board Resolution No. __: Dr. Martin Luther King Jr. Day, January __, 2023

Consent Rec: Adoption of Board Resolution No. __: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January __, 2023

Consent Rec: Adoption of Board Resolution No. 20: National Human Trafficking Month, January 2023

Rec: Approval of Head Start and Early Learning Division 2023-24 State Programs Continued Funding Application

11/14/23

<p>JANUARY 2 CANCELLED 2024</p> <p>**New Year Holiday – Monday, January 1, 2024 **Martin Luther King Jr. Day – Monday, January 15, 2024</p>	<p>JANUARY 9 2024</p> <p>2:30 p.m. Study Session: LACOE’s Community Schools Initiative: Implementation & Direct Services Updates 3:00 Board Meeting Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December __, 2023 Rpt: Local Control and Accountability Plan Parent Engagement Update Rec: <u>Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2023-24 with Attached Staff Report</u> Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)</p> <p>JANUARY 16</p> <p>2:30 p.m. Study Session: Student Chronic Absenteeism 3:00 Board Meeting Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards Rpt: Update on the Business Enhancement System Transformation (BEST) Project Rpt: Update on Juvenile Court Schools Consent Rec: Adoption of Board Resolution No. __: National School Counseling Week, February ____, 2024- CWSS Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2024</p>
--	---

<p>FEBRUARY 6 2024</p> <p>2:30 Study Session on Charter Schools: Renewals 3:00 Board Meeting Rpt: Quarterly Budget Report – 2nd Quarter</p> <p>FEBRUARY 13</p> <p>2:30 p.m. Study Session on Charter Schools: Data 3:00 Board Meeting Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education</p> <p>**President’s Day – Monday, February 19, 2024</p>	<p>FEBRUARY 20 2024</p> <p>2:30 p.m. Study Session: Head Start Policy Council 3:00 Board Meeting Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Update on Juvenile Court Schools Rpt: Preview of 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women’s History Month, March 2024 Rec: Approval of Educational Programs 2023-24 Textbooks and Instructional Materials Disposal List</p>
--	--

<p>MARCH 5 2024 2:30 p.m. Study Session: Charter School Material Revisions (especially those related to facilities) 3:00 Board Meeting Rpt: Report on Policies Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: to establish a week during the Month of April 2024 as Public Schools Month – <i>Comm</i></p> <p>MARCH 12 3:00 Board Meeting Rpt: Second Interim Report 2023-24 (Enclosure) Rec: Approval of First Reading of Policies Rec: Approval of Second Interim Financial Report 2023-24 With Attached Staff Report (Enclosure)</p> <p>**Cesar Chavez Day – Monday, March 25, 2024</p>	<p>MARCH 19 2024 3:00 Board Meeting Presentation: Visual and Performing Arts Presentation Rpt: Update on Juvenile Court Schools Rpt: Head Start/Early Head Start 2023-24 Consolidated Funding Application Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Declaring April as “Sexual Assault Awareness Month” and April ____, 2024 as “Denim Day” at the Los Angeles County Office of Education – <i>Comm</i> Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2024 Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2024 Rec: Approval of Head Start/Early Head Start 2023-24 Consolidated Funding Application Rec: Approval of Second Reading and Adoption of Policies Rec: 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report</p>
---	--

<p>APRIL 2 2024 3:00 Board Meeting Presentation: Recognition of 2023-24 Science and Math Competition and Other Events</p> <p>APRIL 9 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2024</p>	<p>APRIL 16 2024 3:00 Board Meeting Presentation: 2023-24 Los Angeles County Academic Decathlon Winners Rpt: Update on the Business Enhancement System Transformation (BEST) Project Rpt: Update on Juvenile Court Schools Rpt: Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request Rpt: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May __, 2024, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County – <i>Comm</i> Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May ____, 2024 as Classified School Employees Week in Los Angeles County – <i>Comm</i> Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: May Day, May __, 2024 Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2024, as National School Nurse Day – <i>CWSS</i> Consent Rec: Adoption of Board Resolution No. __: to recognize May 2024, as National Foster Care Month – <i>CWSS</i> Consent Rec: Adoption of Board Resolution No. __: Asian American and Pacific Islander Heritage Month, May 2024 Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2024 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. __: National Mental Health Month, May 2024</p>
---	--

<p>MAY 7 2024 3:00 Board Meeting Presentation: Day of the Teacher 2024 Rpt: Quarterly Budget Report – 3rd Quarter</p> <p>**Memorial Day – Monday, May 27, 2024</p>	<p>MAY 14 2024 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2024 Winners of the 19th Annual Los Angeles County Spelling Bee Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2024-25 Fiscal Year</p> <p>MAY 21 3:00 Board Meeting Presentation: History Day Awards 2024 Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2024 Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2024</p>
--	---

<p>JUNE 4 2024 3:00 Board Meeting Rpt: Quarterly Budget Report – Estimated Actuals Rpt: Report on Policies Rpt: Los Angeles County Office of Education’s Proposed Budget 2024-25 (Enclosure) Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2024 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2024-2025, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 11 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2024-25 Proposed Budget Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p> <p>**Juneteenth Day – Wednesday, June 19, 2024</p>	<p>JUNE 18 2024 3:00 Board Meeting Presentation: Academic Bowl 2024 Rpt: Update on Juvenile Court Schools Consent Rec: Adoption of Board Resolution No. __: 2024-25 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2024-25 Proposed Budget Rec: Los Angeles County Office of Education – Differentiated Assistance Plan 2024-25</p>
---	--

Board Meeting – November 14, 2023

Item IX. Interdistrict and Expulsion Appeal Hearings

- A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On October 10, October 11, October 12, October 18, October 26, October 27, October 30, and October 31, 2023, the Administrative Hearing Consultant heard the appeal(s). The consultant’s findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

**Interdistrict
 Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Scott Hernandez ^	Ms. Catherine Terry	6	Ms. Josefina Avelino	<u>Los Angeles USD</u>	Mrs. Debra Villescasc, Pupil Services and Attendance Coordinator	Hawthorne SD
2. Alexander Nurinda	Mr. Steve Tabor	10	Mr. Javier Nurinda and Ms. Monica Gonzalez	<u>Los Angeles USD</u>	Mrs. Debra Villescasc, Pupil Services and Attendance Coordinator	Santa Monica- Malibu USD
3. Andrea Chavez	Ms. Catherine Terry	6	Mr. Anjel Chavez and Ms. Ana Lemus	<u>Los Angeles USD</u>	Mrs. Debra Villescasc, Pupil Services and Attendance Coordinator	Torrance USD
4. Alayha Chism	Mr. Tom Steele	10	Ms. D'nasia Chism	<u>Los Angeles USD</u>	Mrs. Debra Villescasc, Pupil Services and Attendance Coordinator	Culver City USD
5. Isabella Trejo	Mr. Tom Steele	10	Mr. Paulino Trejo and Ms. Tanya Gallegos	Bassett USD	Dr. Matt Dalton, Director of Student Services	<u>Covina Valley USD</u>
6. London Laurencio	Mr. Steve Tabor	7	Ms. Djadian Laurencio	Los Angeles USD	Ms. Marisa Janicek, Director of Educational Services	<u>El Segundo USD</u>
7. Benjamin Rosas	Mr. Tom Steele	2	Mr. Ruben Rosas and Ms. Teresa Alvarez	Lawndale ESD	Dr. Aileen Harbeck, Assistant Superintendent	<u>Wiseburn USD</u>
8. Emma Rosas	Mr. Tom Steele	1	Mr. Ruben Rosas and Ms. Teresa Alvarez	Lawndale ESD	Dr. Aileen Harbeck, Assistant Superintendent	<u>Wiseburn USD</u>
9. Scarlett Alvarado	Mrs. Marian Chiara	7	Mr. Robert Alvarado Jr. and Ms. Elizabeth Sisneros	Hawthorne SD	Dr. Aileen Harbeck, Assistant Superintendent	<u>Wiseburn USD</u>
10. Riko Yamada	Mr. Steve Tabor	10	Mr. Hiroaki Yamada and Mrs. Minako Yamada	<u>Azusa USD</u>	Mr. Paul Hernandez Director of Student Services	Bonita USD
11. Jayden Castaneda	Mrs. Marian Chiara	6	Mr. Encarnacion Castaneda and Ms. Jasmine Evangelista	<u>Azusa USD</u>	Mr. Paul Hernandez Director of Student Services	Glendora USD

^Interpreter Requested

**Interdistrict
 Attendance Permit Appeal(s)**

12. Mason Carrasco	Mrs. Marian Chiara	1	Ms. Stephanie Olivares	<u>Compton USD</u>	Dr. Rigoberto Roman Director of Pupil Services	Los Angeles USD
13. Adneli Meda	Mr. Tom Steele	K	Mr. George Alvarez and Ms. Amnery Cano	Norwalk-La Mirada USD	Ms. Angelica Diaz- Naranjo, Child Welfare and Attendance Supervisor	<u>ABC USD</u>
14. Brielle Urena	Mr. Steve Tabor	K	Mr. Mario Urena and Mrs. Aida Urena	<u>El Monte City SD</u>	Ms. Ilbea Fedele, Child Welfare Coordinator	Arcadia USD
15. Maria “Nicola” Empainado	Mr. Steve Tabor	TK	Mr. Joselito Empainado and Ms. Ma Lourdes Anastacio	<u>El Monte City SD</u>	Ms. Ilbea Fedele, Child Welfare Coordinator	Arcadia USD
16. Adriel Mejia	Mr. Steve Tabor	6	Mr. Eduardo Mejia and Ms. Silvia Quintanilla	Los Angeles USD	Ms. Veronica Montes Director of School and Family Support Services	<u>Culver City USD</u>

Board Meeting – November 14, 2023

Item IX. Hearings

B. Los Angeles County Board of Education’s Decision on Expulsion Appeals (Enclosures)

Final decision on Expulsion Appeals (Closed session)

Wednesday, October 11, 2023 the Administrative Hearing Panel heard Case Number 2324-0001 v. Palmdale School District. The panel’s findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

Education Code Section 48919.5 authorizes Expulsion Appeals to be heard by an administrative hearing panel appointed by county boards of education.

Expulsion Appeal(s)

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative
1. Case No. 2324-0001	Dr. Sonya Smith	11	Ms. Angela Cardenas, parent	Palmdale SD	Mr. Jason Deaville, Student Services Director, Palmdale School District